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A LIST OF ADDENDA

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Addendum B: A map showing Secondary and Technical Schools in Botswana

Addendum C: Transcribed lessons of the following subjects:

- Transcription 1: Biology
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Addendum D: Teachers' questionnaire

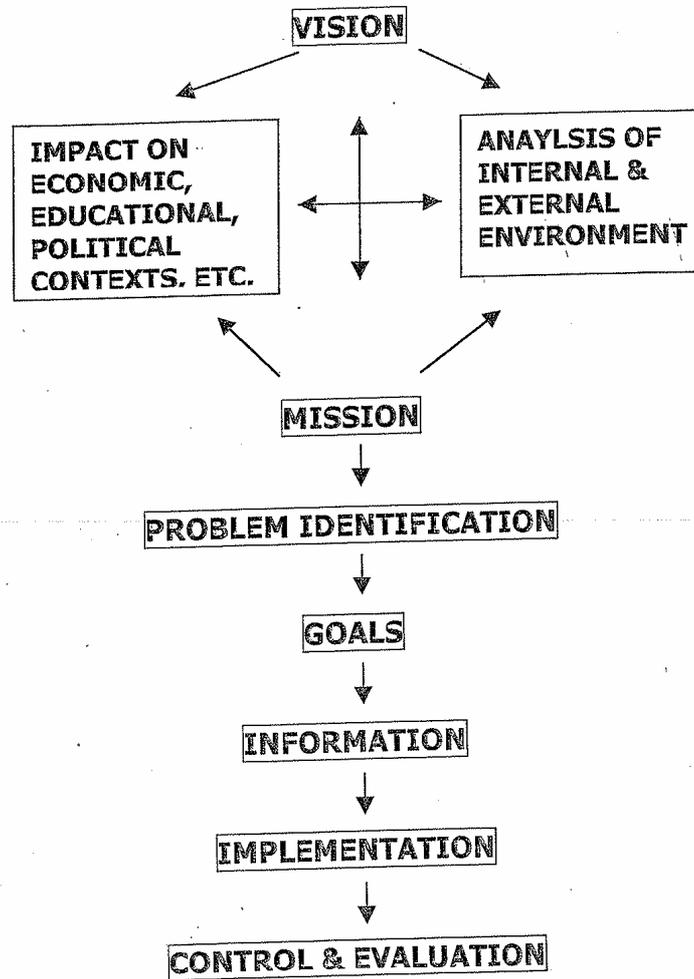
Addendum E: Learners' questionnaire



ADDENDUM A: WEBB'S FRAMEWORK FOR STRATEGIC PLANNING



Framework for strategic planning



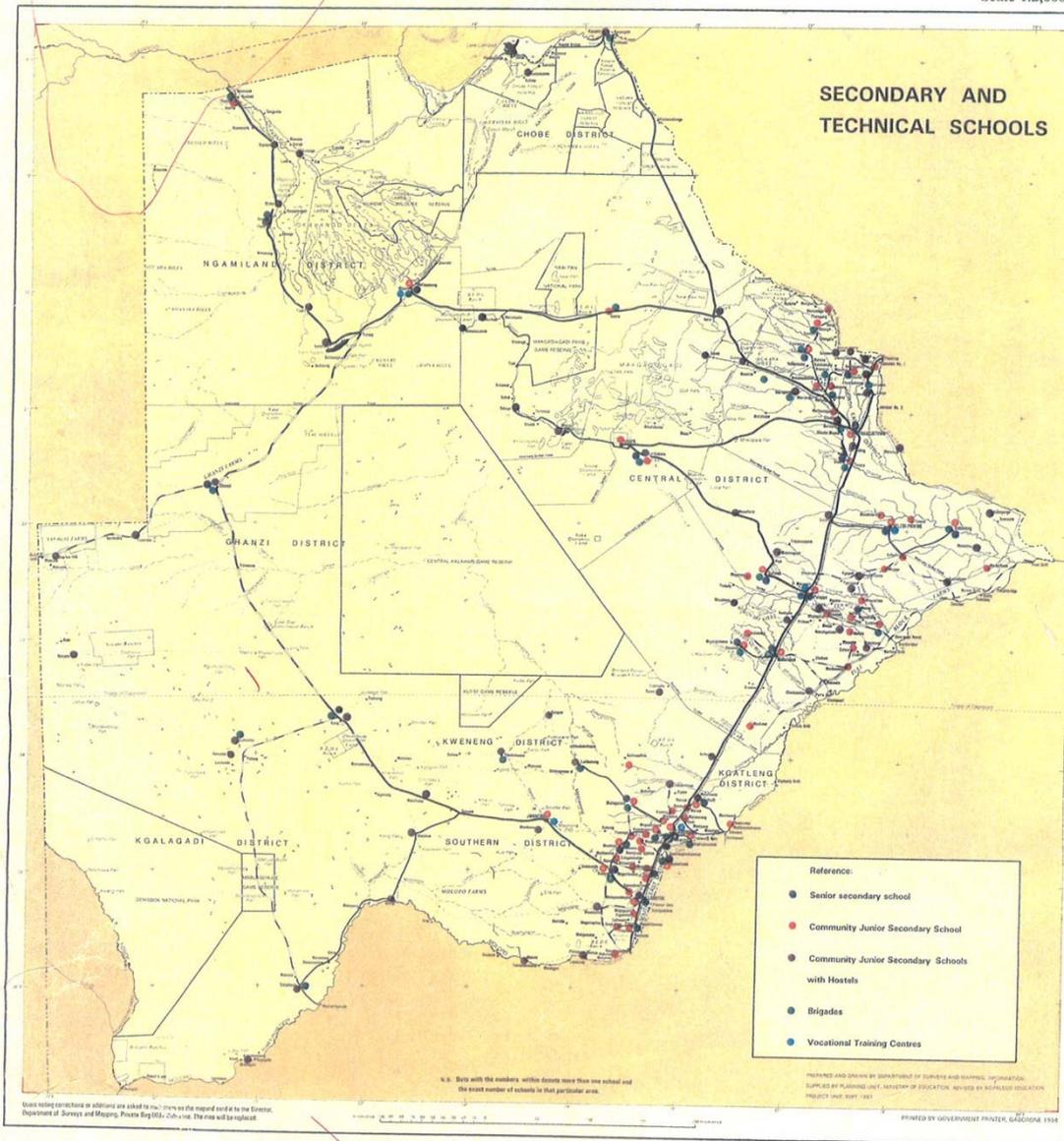


ADDENDUM B: A MAP SHOWING SECONDARY AND TECHNICAL SCHOOLS IN BOTSWANA



THE REPUBLIC OF BOTSWANA

Scale 1:2,000,000





ADDENDUM C: TRANSCRIBED LESSONS OF THE FOLLOWING SUBJECTS:

- Transcription 1: Biology
- Transcription 2: Home Economics
- Transcription 3: History
- Transcription 4: English Language
- Transcription 5: Setswana

Transcription 1: Biology lesson

The lesson was on “Filtration”. The lesson began with greetings initiated by the teacher in Setswana and the learners responded in Setswana. She then signalled in Setswana that the lesson was about to begin and switched to English. The class listened attentively while the teacher presented the lesson and occasionally they copied down in their notebooks the summary notes the teacher wrote on the board. The teacher’s lesson presentation was characterized by constant ‘switches’ between English and Setswana; including posing the questions to the learners. The learners mainly signalled that they were following the lesson by responding in the affirmative in a chorus in Setswana ‘**ee mma**’ or in English ‘yes’. The teacher was fluent in English but *code-switched* to Setswana throughout the lesson. Below is the actual transcription of the lesson:

T: **Dumelang.**

C: **Ee mma.**

T: **A re tsweleleleng bagaetsho.** ... We were discussing about excretion, specifically in relation to the nephron. **Gore** how does the nephron perform or what is the function of the nephron in relation to () formation. And remember I told you that it is very important for you to know the structure of the nephron. **Re a utwana?**

C: **ee mma.**

T: It is important for you to know the structure of the nephron; and again it is important for you to be able to know the functions of those general parts of the nephron; not forgetting the reasons why it is necessary for the pressure to be high within the kidney. **Gakere?**

C: (some) **ee.**

T: Yes, **ke tlhalositse hela gore** when the blood gets into the kidney, and especially around the glomerulus, **e e leng gore** that is a group of capillaries, we expect the pressure to be a bit high; specifically for the filtration of the liquid parts. **Gakere?**

C: (silent)

T: **Ne ka le bolelela sekai sa gore o gakologelwe gore le wena hela ha o ka lebelela** the...the hosepipe **ka ha e ntseng ka teng, gore o kgone gore metsi a tswela ko nte a le mantsi** you need to open the tap ...(pause)

C: [IN CHORUS] **Thatanyana.**

T: **Thatanyana. Gakere?**

C: **ee.**

T: To increase the pressure within the hosepipe ... so that is exactly what is happening around the () we expect the pressure to be a bit high so that the filtration can occur. Then ...**ke rile** there are two major processes to occur in the formation of the urine; one, the ultra-filtration **e e diragalang, e e diragalang** around the glomerulus;



go bo go nna le re-absorption e e leng gore I said it occurs mainly along the tubule. **Gakere?** I said it mainly occurs along the tubule. So those are the two major processes **tse e leng gore** they occur for the urine formation. And then we went on and described or... eh... discussed those substances that need to be reabsorbed back into the blood system. We mentioned that the globule molecules **tse e leng gore di dule le** the filtrates, remember **ha re expecta go bona** a filtrate to the tissue fluid. **Gakere?**

C: Ee.

T: **Ee! Ke rile** that is equivalent or similar to the tissues fluid. Now **ke yone e e leng gore re a go e bitsa re re ke** the filtrate. Now, that filtrate is the one that is going to be moving along the tubule; **gakere? Ke bo ke re** ... now along that tubule, we expect the glucose to be reabsorbed back into the blood stream. We expect amino acids to be reabsorbed back into the blood stream. Such that, at the end of the day ... at the end of the day ... we expect the urine of a healthy person ... the urine of a healthy person ... we expect to find what? ... The excess water, **gakere?**

C: [IN CHORUS] Ee.

T: **Le eng?**

C: Urea.

T: Urea, **aha!**

C: Salt.

T: And the excess salt. **Gakere?**

C: (some) **Ee.**

T: So those are...those are the only things we expect to find in the urine of a healthy person. So we don't expect to find any glucose molecules in the urine of a healthy person. We don't expect to find any amino acids or proteins in the urine of a healthy person. **Ke a utwala?**

C: (some) Ee.

T: **Go raya gore** ... the minute we find the glucose or the amino acids in the urine, **go raya gore motho yoo** is no longer healthy. **Gakere?**

C: (in chorus) **Ee.**

T: One way or the other, something is not functioning well. So that's one thing you need to know. But as for the urea, excess water, and the salt, **ke tsone tse e leng gore** they form what is referred to as urine. **Go bo go raya gore** ... other things that I said you should be able to remember is that, when there is less water in the system ... system **re raya eng?** ... The circulatory system; **gakere?**

C: [IN CHORUS] **Ee mma.**

T: when there is less water in the circulatory system, which hormone is going to be released? **Ee mma?** [SIGNALLING AT A FEMALE LEARNER TO ANSWER]

L1: The ADH hormone

T: The Anti Dueretic Hormone. **Gakere?**

C: (in chorus) **Ee.**

T: **Re thalositse gore** that ADH is the only ... and only ... going to be released in large amounts when there is less amount of water in the body. The ADH is going to be released so that it enhances re-absorption of water back into the blood stream. **Ka goreng? Ka gore ke le boletse gore** ... if the body runs short of water, what is going to happen to the cells? ... If the body runs short of water, what is going to happen to the cells? ... **Ee mma?** [ADDRESSING A FEMALE LEARNER]

L2: They will shrink.

T: They will shrink. **Ka goreng?** Because now the tissue fluid **e e leng gore** is going to be found surrounding the cells **e a go nna** concentrated. **Gakere?**

C: [IN CHORUS] **ee mma.**

T: Yes, **go raya gore** the concentrated solution is going to be formed, which is found to be surrounding the cells. **O kgona gore** these cells are going to lose most of the water. **Ke a utwala?**

C: [IN CHORUS] **ee mma.**

T: So, that is why **re be re thalosa gore** now in order for the body not to reach this stage whereby the cells are going to lose a lot of water (pause) that is why this hormone ... the ADH...now gets released so that there will always be a balance of water between the cells and the surrounding fluid. **A le siame?**

C: [IN CHORUS] **ee.**

T: Now when there is excess water in the body, or somebody has taken a lot of liquid in the body, we are saying this hormone is suppressed or is no longer released; because there is a need for that water to be moved out through the kidneys. So that's why **le taa hithela ha gongwe gotwe** one of the functions **tsa** kidneys **ke** osmo-regulation. **Ke dumela gore batho ba tshwanetse ba setse ba kopanye le lefoko la mohuta o.** **Gakere?**

C: (few) **Ee.**

T: **Ee!** That osmo-regulation **ga se sepe hela**, its all about the balancing of water in the body. **Ke a utwala?**

C: (some) **Ee.**

T: So that balancing is determined by the antideuretic hormone. **So re siame?**



C: [SILENCE]

T: So, **ke ne ke boela ko morago hela go sekaenyana; gakere?**

C: (some) **Ee**.

T: **Ee, jaanong re be re re ...** now once urine has been formed, we expect that urine to be removed from the...the body. So... but there are certain situations **tse e leng gore** we would expect or we would find that the urine might have some glucose molecules in it. Remember I said ... once we find the glucose molecules inside the urine, which is a sign **ya gore** the person is not healthy. **Gakere?**

C: Yes.

T: So, **bo go raya gore ...** now, when you find the glucose molecules inside the water, excuse me, that is a sign **ya gore** somebody has got what we refer to as kidney failure ... **kana** the kidney problem. So, whenever you find the glucose molecules inside the blood ... I mean inside the urine of a person, now that is a time **e re reng motho o nale** what we refer to as kidney failure. Or even some proteins ... even some proteins ... if you find some proteins inside the urine, **re dumela gore motho yoo o nale** eh... a kidney failure. **Ke a utwala?** Now how do you think a kidney failure can be solved? If somebody have got a kidney failure...usually, how is that problem solved? **Ee mma?** [ADDRESSING A FEMALE LEARNER]

L3: Kidney transplant.

T: One, she's saying somebody can perform what we refer to as kidney transplant. **Mmh! Ee rra?** [ADDRESSING A MALE LEARNER]

L4: A person can be put on a dialysis machine.

T: A person can be put on a dialysis machine ... so we can also use what is also referred to as a dialysis machine. Anything else? **Mme** [ADDRESSING A FEMALE LEARNER]

L5: A person can remain with one kidney.

T: **Ee**, so what she's implying is that if there is one **e e senyegileng**, you can remove that one and remain with one. **Gakere?**

C: [SILENCE]

T: **Ee o kgona go tshela ka kidney enngwe hela.** So, in this case **go raya gore ha** [POINTING AT THE WRITING ON THE CHALKBOARD] **re raya gore tsothe di senyegile, gakere?**

C: **Ee**.

T: **Mmh!** ...What else? How about if it is a minor failure? ...something **se se** minor, what do you think could be done? **Ee rra** [TO A MALE LEARNER]

L6: () they will do an operation.



T: **Ya eng?**

L6: **O di khenekha.**

C: [LAUGHTER]

T: **O di khenekha? Go reng?**

L6: () [answers in Setswana]

T: **Ke gore gatwe le dirang lebati la lona batho!** [COMMENTING ON NOISE MADE BY SWINGING DOOR]

C: () (some)

T: **Ee, a ko o le tshegetse. Ee, a re o ka dirwa operation. Jaanong kene ke bata go itse operation ya teng ... o khenekha ha kae?**

L6: () [EXPLAINS IN SETSWANA]

T: **Ga tweng?**

L6: () further explains in Setswana

T: **Ee!**

L6: () ...go phechiwa.

T: **Go phechiwa ha kae?**

L6: **Ha go ta a bo ... ha gongwe enale ntho.**

C: [LAUGHTER]

T: **Ehe!** [SURPRISED AT THE EXPLANATION GIVEN BY LEARNER 6] **Ee... kana ke gore ha o akanya bo go phechiwa jaana ... ha o akanya le go phechiwa jaana, you should put little () ka gore re rile those are the ones found in thousands ... numbers to form a kidney. Gakere?**

C: (some) **Ee.**

T: **So, ha o akanya le go phechiwa jaana ke gore o re bolelela gore ... lymphoma ... ha go tsileng go phechiwa teng (). Le gone you're talking about a cell e e leng gore is ...is...something that cannot () a little high. So, le gone o phecha selo se o sa se bonyeng ka matho jang?**

L7: ()

T: **Waii...nnyaya, kana jaanong (name) a re riana ... ka hormone ... which hormone do you think you're going to be injected ka yone? Ka haele gore e ya go nna hormone, e tshwanetse e ye go nna ADH. Go raya gore golo gongwe there is a failure in the reabsorption; ka gore ... remember what I said ka ADH? Ke rile it**

increases the permeability of a tubule because that tubule is selective permeable.

Gakere? So, **gongwe** the permeability **ya** the tubule can fail, yes, **go ka diragala gore e seka ya nna** effective **thata**. So it's all about increasing the efficiency. Or **motho yo mongwe ene, wena** as an individual ... you're releasing less of that hormone. **Gakere?**

C: **Ee**.

T: So, if you're releasing less of that hormone, that's the only time **e e leng gore** you can be injected with that hormone. **Gakere? Mo gongwe ke eng kana mo go** obvious? ... **Ke raya gore mo eleng gore gongwe ha o nale mathatanyana a bo kidney jaana, gongwe bo kidney stones jaana? Ee** (name)?

L8: By keeping to a strict diet.

T: By keeping to a strict diet. That is for a minor thing. **Ha o nale** minor kidney failure, you can correct that by keeping to a strict diet. So, the strict diet **e re ka buang ka yone ke gore motho wa teng o taa...o ka advisiwa gore a seka a ja eng se le se ntsi, kana a je eng mo go ntsi?** What would be the other? Because that is the one **e re reng** 'stick to the diet'. **Gakere?**

C: (some) **Ee**.

T: So, advice **e ka nna ya go reng** to that individual? **Gore a seka a ja eng mo go ntsi kana a je eng mo go ntsi? Ee mma** (to a female learner)

L9: They shouldn't eat a lot of salt.

T: They shouldn't eat a lot of salt.

L10: **Eeh! a a a! mmeke botse sengwenyana gape gone hoo!** Do you think the salt will cause a lot of excretion?

C: [IN CHORUS] Salt?

T: **Ee ga gona ... ga gona** any other way **e e leng gore** we excrete salt beside through urine ... the urine?

C: Through sweat.

T: Through the sweat, **heh! Ke raya gore le haele gore re ja letswai ...tota re ja letswai le le sa ... ee...tsenyeng bana ba pheho thata**. Unless **o nale bo** high blood **jaana; le bo ne malatsinyana a ba setse ba diretswe matswai a bone kana**. **Gakere?**

C: [IN CHORUS] **Ee**.

T: **Ga le itse? Le teng la** high blood! **Ee, ka re jaanong motho yoo o ka advisiwa gore a je eng thata, a seka a ja eng thata? Keyone potso yame**.

T: (name)

L11: ()



T: Why?

L11: It increases.... ()

T: It increases?

L11: It increases the bulk of the faeces.,

T: **Ee!** It increases the bulk of the faeces and it increases reabsorption of water inside the colon. **Go raya gore go nna metsinyana kwa.**

C: [LAUGHTER AND MUMBLES]

T: **Go raya gore** instead of getting ... **go raya gore** in other words, water can be diverted ... instead of the person urinating frequently, the person can remove faeces frequently.

C: [LAUGHTER, SOME SHOWING SURPRISE]

T: **Nnyaya, mme ke botse potso ele nngwe hela hela. Ha motho a tsenywe ke mala go a diragala gore a urineite kgapetsa?**

C: No!

T: **A re nne realistic batho, le ha o ka gakologelwa nako nngwe o tsenywe ke mala hela, ga go ke go diragala gore o nne le emergency? Kana e nna ka ha kgapetsa kgapetsa. Gakere?**

C: **Ee mma!**

T: **Ee! A re nneng realistic ka ra re advice ...advice ya motho yoo ... re ka advisa jang** that individual? (name)?

L12: I think the person must eat food containing iron.

T: **Ee! Re ne re reng golo ha?** Advice on strict diet, **gakere?**

C: (some) **Ee!** Strict diet.

T: Why iron (name)? **Kana nna ke rile o ne o mpha lebaka la gore ke eng o rialo!** Why why why take in a lot of iron? ... **E go thusa jang?**

L12: **Ke raya ka gore madi a bo a nna metsi.**

T: **Le a be le bata dustara, gakere?**

C: [IN CHORUS] No! (some); **nnyaa** (others)

T: **Ee! Nkarabeng! ... Ke tsaya dustara ke lekobonya menwananyana yone e ...** (name)



L13: By avoiding taking in a lot of proteins.

T: By avoiding taking in a lot of proteins. **Selo sa nthā hela se le tshwanetseng gore le se ipotse ke gore** what are we removing? What is it that the kidney is removing **se rileng**? It is going to be toxic to the body cells. ...is the removal of urea, **gakere**?

C: (some) **Ee!**

T: **Potso e o ipotsang ke gore** ... where does urea come from? It comes from what? Proteins! **Ke a utwala**?

C: **Ee!**

T: **Ee!** It comes from proteins. When you take proteins, we encourage formation of urea. So, when we minimize the intake of proteins, you're minimizing the formation of urea in the body ... **Ke a utwala**?

C: **Ee!**

T: **Ee!** So **batho ba** () will always be advised not to take in a lot of proteins, but to take in a lot of roughage **jaaka a ne a bua ... Ka goreng? Ka gore mpa e ta a tala ... e tala ee...** what can be removed very fast but **go sa forme** a lot of toxic material **eleng** the urea; **ke a utwala**?

C: **Ee.**

T: **Ee!** So that's the question that you should know **gore** the person will always be advised to take in less protein. Why? Because the urea comes from the protein. So, **e tshwanetse e nne** less protein intake. **Re setse re thalositse gore** the urea is formed from proteins, how by the way? ...How is the urea formed from proteins? ...How is urea formed from proteins? **A a ! ... ke tshwere dustara ke le kgonye menwananyana yone eo! Ee rra?** [ADDRESSING A MALE LEARNER]

L13: Through the process of dealienation.

T: He says through dealienation ... he says through dealienation. That is where the urea is going to be formed. **Gakere**?

C: (some) Yes

T: Yes! **Re thalositse hoo hela gore** proteins are going to be dealienated and during that dealienation ... **e re rileng** that is the removal of the nitrogenal group from proteins. **Gakere**?

C: (some) **Ee....**

T: That nitrogenal group is the one that is going to be converted into urea ... that nitrogenal group is the one that is going to be converted into urea. Process **ya teng jaanong ke e heng ha re converta ha kana?** ... Detoxification! **Gakere**?

C: (in chorus) **Ee mma.**



T: So, **ke tsone** the two processes **tse e leng gore** they meet for the formation of urea. That's why I always say please lets carry along the concepts of the various topics **tse re di dirileng. Le seka la lebala** ... because you'll always need them along the way. **Gakere?**

C: (some) **Ee...**

T: **Ehe! Jaanong re be re re** those are the three ways **tse re setseng re bona gore motho yo o nang le** kidney failure could be assisted **ka tsone. Gakere?** ... So, now ... **ah!** Of () this one [POINTING AT THE WRITE-UP ON THE CHALKBOARD] **ke setse ke thalositse gore** when somebody have got a minor kidney failure, **gakere?** ... **E e leng gore** it can be corrected through the diet. So, when a person have got a permanent kidney failure, **tse pedi tse ke tsone tse e leng gore** they're taken care of [POINTING ON THE CHALKBOARD] the kidney transplant and the dialysis machine. But you find that in most cases ... in most cases ... the ...eh...the kidney transplant is rarely done, **ka go reng?** ... **Ee?** (name)

L14: It is usually difficult to find a suitable donor.

T: Yes, because it is usually difficult to find a suitable donor. **Kana go raya gore ha ele gore ijo!** ... **Mo lesikeng la lona** ... **eh...ga gona ope yo o** prepared **go tshela ka philo enngwe hela, a mphile enngwe, go raya gore go taa nna le mathata. Gakere?**

C: (some) **Ee...**

T: **Ehe! Le nna ke toga ke ntsha philonyana yame kante ga e a tsoga sente enngwe** ... so there is the risk **e e santseng batho ba e tshaba** ... **mme legale mo Botswana malatsinyana a, gatwe** we should preach and encourage you **gore le ithute go doneita.** And **e be e bewa e beelwa wa lesika la gago.**

C: [MUMBLE WITH MIXED REACTION]

L15: **Jaanong e o setseng ka yone ha e feila o dira jang? Ke raya gore ha o sena go doneita e be ya gago e lwala wena o dira jang?**

T: Strict diet.

L15: **Ke raya gore o le mo go yone 'strict diet' mme e be e feila, o dira jang?**

T: **O hile! Modimo ware 'go sego ba ba hileng...'**

C: Aahh! [IN EXCLAMATION THEN LAUGHTER]

T: **Bele e ledile?** [ASKING IF THE BELL THAT SIGNALS THE END OF THE LESSON HAS RUNG]

C: (in chorus) **Ee mma!**

T: **Go siame.**

Class rises and leaves the classroom, immediately switching over to Setswana and talking among themselves.

TRANSCRIPTION 2

Lesson: Home Economics: Fashion and Fabric

The teacher walked into the room and greeted the class in Setswana and then asked them still in Setswana to quickly tidy up the classroom and to open the windows before the lesson began. After the class settled down, she gave them lesson handouts and continued to address them in Setswana. She then switched over to English when the formal part of the lesson began. The lesson was on “Design Elements and Principles”. The opening part of the lesson was unclear on the tape but the teacher spoke in English. The lesson was teacher centred; the teacher appeared active and seemed to have no problem with self-expression in English. The teacher read from the handout and explained at intervals while the learners listened with occasional ‘ee, mma’ to indicate that they are following the lesson.

T: () So, in design elements ... eh... because you know we are also Fashion and Fabric students, we are going to be designing certain articles. Eh...eh...or ... you can design **kana ke** table-cloth or what; it all depends on what you want to design. But ... eh...the design elements eh...for you to start designing, you have to know these design elements ... because as you design, you sit down ... you use your what? You use your...you use your hands. **Gakere?** You cannot just design from the air, you have to sit down and use your hand to draw...or design whatever you ... you want to design. So, when you look at the handout ... the handout that we have, **gakere** everyone has a handout; **gakere?**

C: (in chorus) Yes.

T: So, we are going to use this handout for our discussion, mm? (). So, the first statement **ya re** “design is a selection and arrangement of lines ... state of both same colour and shape.” So when you design, it means you have to think of the lines. **Gakere?**

C: (some) Yes.

T: Think of the lines, **gakere?**

C: (some) Yes.

T: The lines can either be straight, they can either be... be curves. **Gakere?**

C: (some) Yes.

T: You have straight lines which you will...() in what?

C: (silence)

T: Straight lines, ee... parallel, **e bidiwa go tweng?** ... vertical. Then you can have horizontal lines, you can have ... slanted curves, and the like. So we have a variety of lines which we use in ...in designing. **Gakere?** And also we have ... the shapes ... we have shapes; any other shape?



C: (silence)

T: We have **bo square**, triangle. And also as you design you have to consider the colour ... you also consider the colour. If you () **gore** if I'm going to make this ... I'm going to design this, I will use the curved lines; **gakere**? If I use the curved lines, which colour will I apply so that at the end of it I would have achieved what I ... what I want. **Gakere**? Because you want to create something, eh... you want to make something, so for you to do that, you think first of the lines, and then the shape. You say, "how do I like this to look like? Do I like this to look like a square, or do I make what?" You can even design a curve. () goes (), **gakere**? And then now you think of the colour. If I put this colour, what effect will this colour have on...on what I want to design? **Ke a utlwala sentle gakere**?

C: (in chorus) **Ee mma.**

T: [READS FROM HANDOUT THEN EXPLAINS WHAT SHE HAS BEEN READING]

T: Remember you have created () with different colours; **gakere**? Remember that some of the fabrics are what? ... They are light, some they are heavy, some they are ... medium to heavy. **Gakere**?

C: (in chorus) **Ee mma.**

T: So all these fabrics, they have different effects. If you use a heavy fabric on a certain design, it will have a...it will have a certain effect. For instance, if you decide to use ... eh...to use eh... I decide to make a skirt; I decide to make a skirt; and that skirt ...maybe I'm making this skirt for a very ...for a very big person like (name), eh... and then I decide to use a very heavy fabric; heh! What is going to happen? She is going to look much bigger! because I have used a... a heavy fabric; ee?

C: (in chorus) **Ee mma.**

T: So, it is because of that heavy fabric. So let's look at the lines ... lets look at the lines. [READS FROM HANDOUT THEN EXPLAINS]

T: So, we always ... eh...**gakere** if I tell you **gore** , okay these long and vertical lines ... heh... if you just look at these [POINTING AT THE DESIGN ON THE CHALKBOARD] **gakere** these...these straight lines ... the vertical lines ... if you use the vertical lines, what is going to happen?

C: (silence)

T: One would look slimmer. Amh... but wena you wouldn't believe it until you see on the garment. Start to make a dress, and then the dress ... you use a fabric **e e leng gore** ... the fabric has vertical lines. **Gakere**?

C: (silence)

T: So, if the vertical () you use the vertical lines on this garment ... on ... eh... a garment which is made of eh... vertical lines. Then whoever is going to wear this

dress, because it makes you ... **akere go raya gore** you look from the top going down; **gakere?**

C: **Ee.**

T: So, **gakere go raya gore** the illusion, **ha o leba jaana**, [DEMONSTRATES WITH HEAD AND HANDS] what happens? **O leba o ya kae?** ... **ko tlase gakere?** It makes you think that the person is tall. **Gakere?**

C: (some) **Ee.**

T: Because these are parallel vertical lines; **gakere?**

C: **Ee**

T: So... “but all lines are either straight or [READS FROM HANDOUT]

T: They can eh... they can eh... they can camaflouge. By camaflouge we mean **gore** ... okay ... if I am eh... I am what? I’m big as I am ... at least straight lines will make me appear ... mmh? [SOLICITING RESPONSE FROM THE CLASS]

C: (silence)

T: Will make me appear, mmh?

C: (silence)

T: They will make me appear taller and slimmer! Mmh! They have disguised my figure. **Gakere?**

C: **Ee mma.**

T: So that I don’t look as ...as big as I ammm.....! You all know **gore Mma** (name) is big ... and then what person? Eh... **ha ke apere jaana**, I will have disguised my figure. That’s why you would think a person is tall, because **o leba ko godimo o leba ko tlase**. So, the vertical lines, they encourage up and down movement. The vertical lines, they encourage up and down; you don’t look like that [DEMONSTRATES] crosswise like that; instead you look up and down. **Ee!** That is why you say that the person is tall and slim, you look up and down [DEMONSTRATES]. **Ee!** And then you create an illusion of height. Vertical lines therefore create an ... an accentuate height ... the vertical lines. So when you look at page () ... next page...[READS FROM HANDOUT]

T: As I have already mentioned; and short or plum girls should keep this in mind and apply it; mmh! Those people who are short and fat; **ee!** Ba ba kima ba ba khutshwane ... for them to disguise their figure, they must use these...the vertical ... the vertical lines; so that they appear a little bit taller and a little bit slimmer; eh?

C: (silence)

T: **Ee!** (then reads from handout, then explains)

T: So, if you use a v-neck line, a v-neck line meets here [DEMONSTRATES WITH HER HANDS]; so if I am somebody with a very short neck; **heh!** With a short neck, **heh!** My neck is short...; **heh!** So, then it means if I wear something like this [DEMONSTRATES WITH HER HANDS] a curved line neck like that or a a...neckline like that [DEMONSTRATES WITH HER HANDS] what is going to happen?

C: (silence)

T: My neck is going to appear even very short, and you'll ...be like this [POSTURES USING HER NECK] **wa bona! Ee!** But if you wear something **se e leng gore** is what? ... is v- like that [DEMONSTRATES] then your neck will appear ... longer. **Gakere o bona gore** this is where these lines meet ... **o a bona?** My neck will look longer. **Ee! Ke a utlwala?**

C: **Ee.**

T: V-lines have an impact; **ee.** It's that **ga re apara jaana**...the problem is that ...eh...we just dress for the sake ...**eh...gatweng?** Mm! eh...eh... **re aitse gore ke** fashion **gakere?**

C: (silence)

T: **Ee!** Because this is in fashion, so it means I can dress like that. But if you know yourself ... it's very important that you know yourself, so that when you choose, you choose your wardrobe; then you know as much as possible that certain clothes ... you want to disguise...to disguise the bad features **tsa mmele wa gago. Gakere?**

C: (some) **Ee**

T: And then expose those that are good, **Ee! Ke a utlwala sentle?**

C: (in chorus) **Ee**

T: **Ee!** Let's not ... let's not just dress for the sake of it; let's dress knowing that **gore rona** we are fashion and design students. **Re a itse jaaka go aparwa.** () And then we get to the horizontal lines. The horizontal lines ... they create a side to side movement. [DEMONSTRATES WITH HER HEAD AND EYES] So, the horizontal () **gakere** () so it means **gore** () **gakere** [STILL DEMONSTRATING SIDE TO SIDE MOVEMENT OF EYES] **go raya gore matlho a gago a tsamaya jaana** [IMITATES] side by side. And then **go raya gore tsone** they create what?

C: (silence)

T: One would look what?

C: (mumbles)

T: Will look a bit big. **Go reela gore** you will look a bit fat, and also the height will be short. **Gakere?**



C: **Ee.**

T: So this can be used by what? ... So these can be used by people **ba eleng gore** they are thin and tall! **Ee!** Thin and tall. Horizontal lines emphasize on ... or create an illusion of big[READS FROM HANDOUT]

T: So, if for instance, **ha ele gore** ... okay ... I have decided I'm making a skirt; **gakere**; vertical lines and horizontal lines ... and then if you use these horizontal lines ... maybe I'm somebody **yo eleng gore** I have big backside or big hips; eh! And then I decide to use horizontal lines, what is going to happen? Eh?

C: (silence)

T: **Go raya gore** the...the hips are going to look much bigger. **Gakere?**

C: (in chorus) **Ee**

T: So, then it means what you could do there, you could combine these [POINTS AT THE LINES DRAWN ON CHALKBOARD] **wa bona?** You could combine vertical lines and horizontal lines so that the vertical lines (); **wa bona?** Let's go to the next page **re lebelele** slanted lines ... slanted lines. [READS FROM HANDOUT, THEN EXPLAINS]

T: So, these ones ... the slanted lines **gakere go raya gore le tsone** you will be moving up and down along those lines that [DEMONSTRATES WITH HER HEAD AND EYES], **gakere?**

C: **Ee.**

T: So they combine both the vertical and the horizontal lines. So, they ...they can therefore, either increase or decrease an illusion of height or slimness. **Ee;** depending on the degree of slant. So, let's look at the first picture there ... the first picture [REFERS TO PICTURE IN THE HANDOUT]. **Akere o bona gore e a slanta, gakere?** ...but it doesn't slant much; so this person on the...on the first picture appears ... appears what? **Eh?**

C: (silence)

T: She appears taller and thinner; eh?

C: **Ee**

T: Thinner compared to the one **yo o mo** the second eh...the second eh...the second picture there. **Ha o mo lebile** the slant is much flattered; that, **gakere?**

C: **Ee mma.**

T: And then this person ... the picture ... it appears to be very shorter and a bit ... **wa bona** the...the...the ... **o appeara a le** a bit ...a bit bigger as compared to the first picture there. So, **o bona gore** it all depends **gore** it (). And then this one will look taller and the other one will look flattering [POINTS AT THE PICTURES IN THE HANDOUT; THEN READS FROM HANDOUT]



T: Now we look at the crossed lines. They appear long (). Usually these lines ... they are good for...eh...**gakere** when you make ... when you look at this one [POINTS AT PICTURE] the second picture there, **ha o lebelela** the lines, the curved lines have been used just above; **ee mo busteng hela ha** [TOUCHES HER BUST] just below the bust, **ha! Wa bona gakere mo picturing?** Don't look at me; **kare mo pictureng!** ... just below the bust **wa bona gakere? he?**

C: **Ee mma.**

T: So, if this side where it is, **ha o lebelela jaana, ekare () gakere?** So these lines they will be used for such designs such as maternity dresses, so that they can help to hide the tummy; **gakere? Ee.** And also when you look like **ba bua gore** the “impression of femininity”, **ha o apere** these... these... eh... curved lines, **di go dira gore o nne** full! You should look like a real ... mm! a real woman, he! **Wa bogologolo!** They want you to look full full **gore o bonale gore o mosadi. Heh?** Yes! This attire **ya bo... ya bo... gatwe bo mang? Mm... boo...bo Knightingale ... gone hoo.** What they used to wear, they would wear full dresses **ba tsenya** what you call fastening gail **mo teng.** A fastening gail was a petticoat of some sort. And this petticoat **e ne e rokiwa e nna** full full full! **Go ne go dirisiwa le () ga ke itse a go dirisiwa le diwaere mo teng jaana. ()** so that **ha o apara**, as she walks, **heh! Go bo go bonala gore ke mosadi yo o** full because of these curved lines. **Heh! ... Gakere le a itse jaaka Baherero** lets give an example, yes, the way they dress, **heh! Ha ba tswa kwa** [TOUCHING HER UPPER BUST] **go thaete** (tight)! **Gakere? Heh!** Then when they get here [TOUCHES HER WAISTLINE] it flares. **Gakere? Le tsone di line tse di khevang** (curved lines) **tse.** So, they really look like (), **heh? heh?**

C: (in chorus) **Ee mma.**

T: Still **tsone** the rounded lines ... **e bua gore** [REFERRING TO HANDOUT] what will... will happen **batlaa bo ba apara tsone di** fastening gails ... **tsone di** fastening gails **tseo** and give a complete curve. **Ke gore** they will be gathered **jaana** [DEMONSTRATES] and then **kwano go tshwara.** So that **ha a tsamaya go bo go bona mongwe le mongwe.**
So, the rounded ... eh...[READS FROM HANDOUT]

T: So, imagine if I'm wearing rounded lines, how will I look like? **Ke tla bo ke nna tlogadi jaanong.**

C: [LAUGHTER]

T: [READS FROM HANDOUT, THEN EXPLAINS]

C: So when you look at the last picture there [REFERS TO PICTURE IN THE HANDOUT] **heh!** you create an () effect. You can use a short cut () is usually full at the top and then **ha e tla kwano e bo e nna eng? Ebe e tla e tshwara.** **Heh!** And then [READS FROM HANDOUT]

T: A silhouette **go tewa** our body ... **go tewa** our body. ...and now we look at the shape.... So this is our body so **mongwe le mongwe a itse gore figara ya gagwe entse jang....** So, from now **re ya go nna le mmirra** (mirror) we should know **gore re ntse**

jang. Mongwe le mongwe a itse ka ha mmele wa gagwe o ntseng ka teng. One of my lecturers **wa** fashion and fabrics **ko universiting** used to tell us **gore** we should talk to us. You know you look at the mirror and **o bo o re** “mirror mirror talk to me, talk to me”; **a apara.**

C: [GIGGLES]

T: You just wear your underwear **hela, heh!** ...you just wear your underwear; **o bo o ipolelela gore,** “**hei** I have a protruding tummy, I have a puffed face” **Nna** I know myself. So you look at yourself so that you choose the right clothes; **heh! Re autlwana?**

C: (some) **Ee mma.**

T: So, **go raya gore** after this lesson **mongwe le mongwe ha a boa kwa, a bo a analaesa** (analyze) **mmele wa gagwe.** So that you choose (class interrupts)

C: (in chorus) **Ga re na diipone.**

T: **Mma?**

C: (in chorus) **Ga re na diipone.**

T: **Gakere re nale mirror ke o** [POINTING AT THE CLASS MIRROR], **heh? Ee.**

C: **Aa! Re bo re apolela kae?**

T: **O tsena hela ka kwa,** you just come here, **nnyaa re bo re tswala** the curtains; **ga gona mathata.**

C: [LAUGHTER]

T: **Mongwe le mongwe e re ha a chusa a bo a itse gore o chusa** the right element for **se a itseng gore otlaa fita sentle mo go sone.** So, let’s look at the shape and form. The shape we agreed ... we are referring to the square, round, or triangle and the like.

[READS FROM HANDOUT] “So, the shapes cannot be achieved without lines...”

[THEN EXPLAINS]

T: For you to come up with a ...a square, you need to have what? **Heh?** ...For you to come up with a square **o tlhokana le eng?**

C: (silence)

T: You need lines and you need () then you come up with a shape; **gakere?**

C: **Ee mma.**

T: Yes, you come up with a shape. [THEN READS FROM HANDOUT AND EXPLAINS] **mo mmetseng** (math) **gakere?** [THEN READS AGAIN]



T: So, you think that **e le gore** () shape, you can use this to come up with a shape, **eh! Go simolola gore tihaloganyo ya gago e go raya ere ... 'end'**. **Fa o sena gonna o hetsa** you realize that you need these lines to come up with a shape and as you design, you design ... and then **o dira sheipi** (shape). If you design a dress for me you are coming up with shape, **gakere?** Because you're mixing these lines to come up with a shape. So, let's look at number one [READS FROM HANDOUT]

T: **E chaile?**

C: **Ee mma.**

T: **Go siame, retla tswelela** next time.

At the end of the lesson the teacher winds up the lesson in the mix of both English and Setswana.

TRANSCRIPTION 3

Lesson: History

Topic: The colonization of the Cape by the Dutch

The greetings and other house keeping matters were done in Setswana. The lesson started with recapping of previous lesson, and then moving on to the topic of the day. The lesson was teacher-centred as the teacher mainly delivered the lesson while the class listened attentively. The teacher tried to involve the learners in the development of the lesson by asking them questions at intervals; but with little success. The learners were reserved, and reluctant to respond to the teacher's questions. The teacher mainly delivered the lesson in English and also explained in English; but *switched* to Setswana for social reasons or to occasionally reiterate what he had already said in English. However, in a few instances he *cs* to Setswana to emphasize what he had already said in English and also to give an analogy in order to help the learners to understand what he was explaining (e.g. the point he made about how cattle herders are remunerated in Botswana and the conditions under which Jan Van Riebeck's company servants were treated). The teacher was articulate and delivered the lesson in an unambiguous manner even though the learners were reserved and did not participate much in the lesson development even when the teacher asked leading questions.

T: **Dumelang!**

C: **Ee, rra.**

T: Cleanang blackboard. [A LEARNER VOLUNTEERS TO CLEAN THE CHALKBOARD] **Dira ka bonako.**

T: () How they responded to the Portuguese attempt to colonize their Kingdom; moving onto the Portuguese showing interest in the () kingdom which was then under the leadership of Queen Ntsinga. And since they staged some campaigns against the colonization (), but in the end, the Portuguese were nevertheless able to colonize Angola. And then you know that Angola was a colony of Portugal. Now we are to look at a different story here which is the colonization of the Cape by the Dutch. To start with, maybe I could have (). To start with, from which country are the Dutch?

C: [SILENCE]

T: The Dutch are from which country? ... If people are referred to as the Dutch, they are from? ...yes (name)?

L1: Holland.

T: They are from Holland ... Holland. This country ... Holland, is also known as Holland or ...?

L2: The Netherlands.

T: Holland or The Netherlands ... or The Nether...lands ... So, Dutch here we mainly use it to refer to the people themselves, their nationality or their language. We are saying these people are from this country called Holland or the Netherlands. What

about the Cape? ... In which country do we find the Cape? ... Or before we go on, in which continent is Holland? Holland is found in which continent? ... In Africa ... Asia ... Ha? Yes (name)?

L3: In Europe.

T: Okay, Holland is in Europe. And what about the Cape? ... It is found in which country? ... Yes (name)?

L4: In South Africa.

T: Yes, in South Africa. So we're talking about this country ... Holland or the Netherlands ... showing some interest in a place in South Africa; and that place is the Cape. We shall have a rough sketch here of the map of Africa. [DRAWS A MAP OF AFRICA ON THE CHALKBOARD] Amh...where is Europe there? [POINTING AT THE CHALKBOARD ASKING THE CLASS TO INDICATE ON WHICH SIDE OF AFRICA EUROPE WAS]

C: [SILENCE]

T: Is it this side? This side? That side or on southern part? [POINTS AT THE MAP]

C: [SILENCE]

T: Is it in the northern part? Eastern part? Western part or southern part? ... Europe. [POINTS AT ONE OF THE LEARNERS TO ANSWER]

L5: () [MUMBLES THE ANSWER]

T: Hah? [SIGNALS THAT HE DID NOT HEAR]

L5: [REPEATS ANSWER]

T: Okay, we find Europe there. [POINTS AT THE CHALKBOARD] And we are saying that ... we are talking about the Dutch colonization of the Cape; and we find the Cape here; [POINTS AT MAP OF AFRICA] at the tip of South Africa. What you're supposed to understand is the events which led to this country ... Holland, to eventually develop some interest in this place here. [POINTING AT THE CAPE ON THE MAP] Holland, just like Portugal, had some interest in the East. The Far East, we are talking about a place somewhere here ... Asia [POINTS AT CHALKBOARD]. To be specific, we're talking about India and the Islands of Indonesia. There was a very lucrative trade in gold, silver, and spices in the Far East. So these countries ... Holland, Britain, and Portugal, ... they sent out some people to sail right there from Europe, right there in Africa to the Far East. [POINTS AT THE LOCATIONS ON THE CHALKBOARD]. Because they were after these commodities: gold, silver and spices ... which they found here. [POINTING AT THE FAR EAST ON THE MAP] They could not just easily cross from this point up to here ... [POINTS AT MAP] because by then the Suez Canal had not been established. So, that's why they had to take that long trip right round Africa up to Asia. [SHOWS LONG ROUTE FROM EUROPE TO ASIA] ... Now what problems do you think were encountered by the sailors as

they travelled from Europe, round Africa, up to the Far East ... looking for the items that we've listed here?

C: [SILENCE]

T: What possible problems may have been encountered? (name)

L6: Tiredness.

T: Some actually ... or let me just say 'tiredness' is obviously a...one of the problems that these people may have encountered. Amh...what longest trip have you ever travelled? (name) ... Have you ever travelled?

L7: No.

T: What about you? (name) **A mme o bua nnete?** [REFERRING TO LEARNER 7]
Ee?

L8: Maun.

T: Maun? And you were from which point to Maun?

L8: () [MENTIONS NAME OF PLACE]

T: You were from which place?

L8: () [REPEATS HER ANSWER]

T: What problems did you encounter on the way?

L8: Hunger.

T: Hah? ... hah?

L8: Hunger.

T: Hunger? ... What about you? (name) ...What about you? ... Ha? Or were you just okay from here up to Maun? [ADDRESSING L8 AGAIN] ... Hah? ... Any other? What problems did you encounter in the longest journey that you have ever taken?

L9: [MUMBLES] Hunger.

T: Hah! ... Hunger? **Le tshwerwe ke tala le ha go ntse jalo.**

C: [LAUGHTER]

T: **Hei, le tshwarwa ke tala mothoho jang!** Okay, whenever someone has to drive a very long distance or you're just there as a passenger, a...the chances that you're going to get tired ... maybe traveling from here to Gaborone ... traveling from here to Kasane, Maun ... five hundred or more kilometers ... you're bound to get tired. **Ee...**that's why **batho ba bo** road transport ... they advise people to have some



eh...points where they may rest, just relax for maybe, thirty minutes and then you continue with your journey. So, we're saying that these people ... as they sailed from Europe to the Far East, they faced these problems of tiredness. Also there was a problem of the outbreak of scurvy ... What is scurvy?

C: [SILENCE]

T: What is scurvy?

C: [SILENCE]

T: We agreed that these people got tired because the journeys were really long. The other problem was that there was outbreak of the disease, and the disease **ke eng?** ...

L10: ()

T: Will you please raise your voice!

L10: This is caused by lack of vitamins.

T: This is caused by a lack of vitamins ... or to be more specific, especially by a lack of vegetables ... fresh vegetables. So this means that there was a call for the establishment of a point ... where these sailors from Europe to the Far East could rest ... for sometime ... so they could have their ships being attended to, scurvy being treated before they continued with their journeys. Before they could think about the Cape, the sailors had been using the island of St. Helena ... which is just along the coast of the Atlantic Ocean ... next to Angola. So they were using that island of St. Helena, but the problem was that the island was not quite convenient. They could not have a fresh supply of fresh vegetables or meat. That is, when they compared with the Cape ... if they were to have their half-way station at the Cape. Other thing that is worth noting is that ... amh...these people of Holland ... they were pursuing their interest in the far East through the Dutch East India Company; and the British through the English East India Company. **Gakere** there was that island of St. Helena () some problems to the sailors. So there was a need to find... [LONG PAUSE DUE TO INTERRUPTION BY A KNOCK AT THE DOOR BY SOME OF THE LEARNERS WHO WERE LATE FOR THE LESSON] **Le tswa kae?**

L: We were lost.

T: Heh? were you in room eleven?

Ls: (in chorus) **Rra?**

T: Were you in room eleven?

Ls: **Ee rra.**

[LEARNERS ALLOWED TO SETTLE DOWN BEFORE TEACHER CONTINUES WITH THE LESSON]

T: So, we were saying that now there was need for these sailors to find them alternative half-way point ... because this island of St. Helena was not quite convenient to them; and there was an incident which led to the establishment of the Cape as a half-way point, and, subsequently as a colony of Holland. [SILENCE] So, that incident which led to the establishment of the Cape as a halfway point happened in 1647. There was a Dutch ship which was sailing from Europe there [POINTING AT THE MAP ON THE CHALKBOARD] to the Far East. That Dutch ship was sailing to the Far East ... That Dutch ship was known as the Harlem. As this ship was sailing to the Far East, the ship got wrecked around the Cape. This means that it was damaged. The ship got wrecked around the Cape and the members of the Harlem were at the Cape for six months. So it was while these people were at the Cape ... after their ship got damaged that they felt that they were to move from St. Helena ... and now have their half-way station at the Cape. It could be really quite convenient as compared to St. Helena ... because while they were there for six months, after their ship got damaged, they were able to interact with the people there at the Cape ... and see what the place was like; and now they were comparing with St Helena. They felt it would be wise for them to now have the Cape as their half-way point ... and forget about St. Helena. So, that's when they made a recommendation to the Dutch government that now they should move the half-way point from St. Helena to the Cape. And they advanced the reason why they felt the Cape was better. And the Dutch government had no problem in approving the recommendations of the crew ... And subsequently the Dutch government sent a team which was led by Jan Van Riebeck with specific instructions of turning the Cape into a half-way station. ... And what were they to do? ... One, they were to establish friendly relations with the Khoi in order to trade with them for... What is it that the Khoi have, that they're well-known for?

C: [SILENCE]

T: The Khoi ... they are...? Hehh...?:

L10: Cattle herders.

T: They 're cattle herders ... So, these people were to establish friendly relations with the Khoi, so that they could trade with them for meat. ... Ah! The other problem that we mentioned, is that there was an outbreak of scurvy. Now I want you to go and read that topic; ... So what else do you think these people were to do at the Cape in order to solve the problem of scurvy for the sailors?

C: [SILENCE]

T: Ha? ... There was a problem of scurvy and it was to be solved ... and now we're having these people moving from Holland to the Cape ... to establish the Cape as a half-way point. One, to establish friendly relations with the Khoi in order to trade with them for meat. But there was another thing which was of importance ... what do you think was to be done in order to solve the problem of scurvy? (name) What causes scurvy?

L11: [SILENCE]

T: I mean, someone answered that question just a few minutes back! ... What did we say causes scurvy? Yes (name)?



L12: Lack of fresh vegetables.

T: **Ee...!** Lack of vegetables. What do you think these people were to do in order to solve the problem of scurvy? ... Yes (name)?

L13: () [MUMBLES]

T: Raise your voice.

L13: To give them ()

T: No! not quite convincing ... Yes (name)?

L14: I think to give them food.

T: Where would that food be obtained? ...Ah...! (name) In their? Okay you've got some vegetables, where do you get them from? ... Say you want some vegetables, where would you get those vegetables? ... Yes (name)?

L15: You get them from the gardens.

T: Okay, to establish some gardens; ... and raw vegetables to supply Dutch ships to and from India. So, there were a number of people who left Holland under the leadership of Jan Van Riebeck. They were there to establish the Cape as a half-way point. Ah...! And then to establish some gardens and grow vegetables to supply Dutch ships to and from India. ... To establish friendly relations with the Khoi. Why?

C: [SILENCE]

T: Because they wanted to get meat from the Khoi. And also to establish a fort of the () Jan van Riebeck and his team were to establish a fort, and what's a fort? ... Jan Van Riebeck and his team were to establish a fort at the Cape; ... What's a fort?

C: [SILENCE]

T: Heh?

L15: () [mumbles]

T: Raise your voice! Ah? ... heh? ... What?

L15: () [MUMBLES]

T: ...A building from which soldiers can defend a settlement. So, this fort was to house or accommodate soldiers who would be there to protect the Cape settlement, ...and also to be used as a hospital. What was need for a hospital there? ...What purpose do you think was to be served?

C: [SILENCE]

T: Ha? ... What purpose do you think the hospital there served? **Ako o suthe** board.
[addressing a learner who had previously cleaned the chalkboard]

C: [SILENCE]

T: You're saying they were to establish a fort from which soldiers would defend the settlement at the Cape; ... and also for it to be used as a hospital... now, what purpose do you think that the hospital was to serve?

C: [SILENCE]

T: **Se ne se dirisediwa eng sepatela? Kana** the answer is very obvious! Heh? Yes?
[to Learner 15]

L15: () [MUMBLES]

T: A...a...a! raise your voice!

L15: It was meant to attend those people sailing to India.

T: Yes, there was need to attend to those people sailing to and from India ... especially the outbreak of this ... eh... scurvy. There was need for a hospital to be established there in order to cater for those who may fall sick during these long trips to and from India. Are you okay (name)?

L16: Yes.

T: Hah? ... Are you sure?

L16: Yes.

T: Okay ... okay we have looked at the (), specific instructions of Jan Van Riebeck, and they were given () ... now turning to the Cape, turning it into a half-way point; establish a fort there to house the soldiers, in order to be used as a hospital; to establish gardens in order to grow vegetables and supply Dutch ships to and from India; to establish friendly relations with the Khoi in order to get some meat. Now, when Jan Van Riebeck arrived at the Cape in 1652 and embarked on this project; all was not well ... the first ten years were actually full of problems for Jan Van Riebeck and his team; ... and what problems did Jan Van Riebeck face?

C: [SILENCE]

T: The first problem was that in that same year that they arrived in 1652, there was an outbreak of drought ... there was an outbreak of drought in 1652. Stop writing!
[TEACHER INSTRUCTS LEARNERS TO LISTEN AND NOT TO WRITE NOTES]
Now, how have that drought affected Jan Van Riebeck and his team's plans? How have that drought affected Jan Van Riebeck's plans?

C: [SILENCE]

T: Answer the questions with reference to what we have just mentioned here. **A ko oye go cleana ka fa.**

C: [SILENCE]

T: How have that drought affected Jan Van Riebeck's plans?

C: [SILENCE]

T: Answer the question ... just refer to these [POINTS AT NOTES ON CHALKBOARD] Ah...! Yes (name)?

L 17: At least to shutter the plans of Jan Van Riebeck to trade in meat.

T: Can you explain that further?

L17: The animals died because of the drought so the trade in meat could not take place.

T: Aha...! She said that ... eh...the animals died because of the drought. So, still that trade ... in meat ... could not be effective since some animals died. Yes (name)?

L18: () [mumbles]

T: You can raise your voice

T: Mmh...! Which people? **Jaanong ke wena o** ()! Okay you're saying because of the drought ... people there at the farm may have decided to move to other places. Ehe! ... A.a...a ...a! raise your voice [TO L 18]

L18: Vegetables did not grow well.

T: Because of these outbreak of drought, vegetables did not grow well. Which problems continued? You're saying there was an outbreak of drought and when there was outbreak, which problems there continued? And when there was drought, vegetables there did not grow well, so what problems then continued to be there?

C: [SILENCE]

T: Yes (name)? **Nna free hela o bue o seka wa tshaba.**

L19: Scurvy.

T: Yah! The problem of scurvy continued because there was drought and vegetables didn't grow well. So, those vegetables which could be produced by Jan Van Riebeck and his men could not be enough to be supplied to Dutch ships to and from India ... and also we're talking about cattle here, belonging to the Khoikhoi; who by then were in the Cape. So when there was that outbreak of drought, they moved northwards ... a...into the interior. Right. Assuming that is the tip where the Cape is [POINTING AT THE MAP ON THE CHALKBOARD], now when there was drought, the Khoi started to move into the interior with their cattle ... with the hope that they could probably find better pastures ... so what happened? Now when these people moved

away from the Cape, the Khoi, that is, the Khoi moved away from the Cape into the interior, hoping that they could find better pastures there. What problem did that present the Company?

C: [SILENCE]

T: Hah?

L 20: ()

T: Okay, because the Khoi were right there at the Cape [POINTING AT THE MAP], and there being an outbreak of the drought, forcing the Khoi to move to the interior leaving Jan Van Riebeck a victim thereit means that ...that trade between the Company and the Khoi was affected now because of the distance. These people had to travel from the Cape to follow the Khoi where they were in order to trade with them for meat ... are you following?

C: (some) Yes!

T: **ga gona mathata?** Hah?

C: (some) Yes!

T: Okay! So we talked about the outbreak of drought, vegetables failing, Khoi moving into the interior. Are there any questions so far? ... Hah?

C; [SILENCE]

T: Any questions? ... Hah?

C: (some) No.

T: Okay, the other problem was that the people who had been living with Jan Van Riebeck, whom we shall refer to as the Company servants were not happy because the conditions in which they lived were bad. **Ke bo mang ba ba nang le dikgomo ko ga bone?**

C: [SILENCE]

T:Hah? **Ee, kana meraka jaana?** ... Heh? [SOME LEARNERS RAISED THEIR HANDS TO INDICATE THAT THEIR PARENTS HAVE CATTLE POSTS]

T: **Le ba duela jang?**

L21: They are given old clothes, you don't pay them; they are given food.

T: So those company servants with the Jan Van Riebeck team were not happy because the conditions in which they lived were not good; they were deplorable. So they started to be uncooperative.

[Bell rings to signal the end of the lesson]



T: Okay, it is time up; we shall continue next time but make sure that you read that chapter.

[learners leave the class and there is noise as they talk to each other]



Transcription 4

Lesson: English Language

The lesson was for English Language and the topic was a Comprehension Passage titled “Man and Animals”

The teacher initiated the greetings in Setswana and the learners responded in English. The lesson introduction was brief but it was also done in English. The lesson was characterized by asking the learners to read aloud the passage paragraph by paragraph, and then followed by its discussion by the class led by the teacher. The teacher was active, articulate, very jolly with his class and the learners appeared relaxed and following the progress of the lesson. The teacher was active and walked between the rows of the learners’ desks to keep the class attentive. The discussion of the passage involved interpretation of the passage paragraph by paragraph as well as explanation of the meanings of selected words used in the passage. The learners were asked to give other words which had similar meanings as those used in the passage. At the end the class was asked to identify three points from the passage that accurately summarize ways in which man mistreated or destroyed animals. There was very little CS employed during the lesson. At the end of the lesson

Below is the actual transcription of the lesson:

T: Okay, I asked you to read this paper over the weekend and I believe you did. Remember () and I want us to look at the question particularly the vocabulary section in question number eight, and after that we are going to look at the summary question and identify the summary points. Basically, we are going to identify the summary points after we have looked at the vocabulary exercise. Are you sure we are together?

C: (in chorus) Yes.

T: Thank you very much, thank you very much boys and girls. Thank you very much. Let’s look at the part on a...page four. Now, now that you have read the passage again, everybody, I want you to have a look at question number...eight; ...let us look at question number ...eight. In here the ques...the examiner expects us to choose five of the words from the list or phrase. And for each of them, you are expected to give one word or a short phrase of not more than seven words which have the same meaning as the word or phrase found in the passage. Yes, and we go back to the vocabulary exercise here (), the vocabulary exercise. Anyway, let me say, what do we call a word that have the same name or follow the same name? What do we call them?

C: [IN CHORUS] synonyms.

T: ...raise your hand! You don’t have () in here! Oh... yes, yes, mm... (name)

L1: synonyms.

T: **Ee**, yes, they are synonyms (). Here you either give a synonym or a phrase of not more than...not more than seven words. Right?



C: (some) Yes.

T: Yes... and please boys and girls, let us have a look at number one. 'Grave' from line nineteen, of course we are going to get the meaning first from the passage. Let us look from the passage... let us look at line nineteen please,... line nineteen and see how the word has been used. Mmh... who can read the sentence containing that particular word? ... who can ... yes (name)

L2: [READS ALOUD FROM THE PASSAGE]

T: Hey wait! Mmh...[CLASS LAUGHS] I did say line number eighteen ()

C: [IN CHORUS] Mmm...!

T: Mmm...!

L2: [READS FROM PASSAGE] "Despite ... despite this, there was a grave disadvantage in being a totem animal because ... if an animal was the totem of some sacred tribe, it could be attacked..."

T: Alright, () it could be attacked or destroyed **jaaka eng**? Despite this, there was a great disadvantage (...) disadvantage, sorry, in being a totem. **Bane ba bua nnete**. "Grave" disadvantage. What other words can we... can we...give ... that means the same or is the same as the word 'grave'?

C: [SILENCE]

T: Yes, yes, yes, mmh...? Great

L3: Great.

T: Great? Heh? so will it be a 'great' disadvantage?

C: (some) No. (others) Yes.

T: Do you all agree?

C: Yes

T: It is the word 'grave'; ... can it be synonymous with the word 'great'? ... heh? ... Yes, yes, yes, yes, yes; ... ah, yes, no, no, let us look for another word; ... mmh? ... yes? (name) [POINTING AT A LEARNER WHO HAS RAISED HIS HAND]

L4: Dangerous.

T: Aha! ... yes, 'great' is synonymous with 'dangerous' ... dangerous what? ... Advantage. Very good! Any other?

L5: Disadvantage ()

T: I beg your pardon



L5: Disadvantage ...

T: () oh! Oh! sorry, thank you very much ...thank you very much for that. () this morning, I like I like that...

C: [LAUGHTER]

T: Yes, yes, yes please, Yes (name)

L6: Serious.

T: Yes, ... another one? ... Serious. Mmh! Serious disadvantage ... disadvantage. Any other ... any other word? Alright, some of you are still keeping my copies of my (). Do you have it?

C: [IN CHORUS] No.

T: () Okay? I thought you...you (). Right, ...basically these are some of the words that are synonymous with 'grave' ... or we found in the passage. Alright?

C: Yes.

T: Now another word is 'devised', alright?

C: Mm..(yes)

T: Now let's look at the line in which we...we find...on which we find the word 'devised'. Line number ... thirty six ... line number thirty six, boys and girls. Who can read it for us? ...Who can read from the passage? Mmh...! (name) [SIGNALLING TO A LEARNER TO READ]

L7: [READS]

T: Yee...s, aa...m...circus ... circus acts were 'devised' in which the strength of animals was dominated by human intelligence. So that word 'devise' means? ... Can you come up with alternatives or substitutes for the word 'devise' boys and girls? ... Mmh? ... yes, yes, yes, yes, yes boys and girls. Yes (name).

L8: I think is 'display'.

T: Discipline? ... Displayed?

L8: Displayed.

T: Displayed? ... He thinks it is 'displayed' ... is it correct? ... do you all agree?

C: Yes.

T: I... I can see a hand up () or did I give you another one? ()

L9: Introduced.



T: Aha! ... she says were 'introduced'! No, it's not, it's not aaa..., what is that word? ... Its not 'displayed' not 'displayed, ha? Did you say the...the circus? ... Okay, would you say the circus' acts were 'displayed' in which the strength of animals were () dominated? Aah, its not the most appropriate word in this case ... mmh? You talked of devised, what did you talk of devising things in ... in thee... from our ... what's this? Science what?

L9: In the science lessons.

T: Science lessons, **gakere?**

C: [IN CHORUS] **Ee..!**

T: Where you talk of ... heh? What is this...what is this 'devise' that this this blah blah! I mean as 'devised', some had said to 'introduce'... mmh! Yes? [POINTS AT A LEARNER TO ANSWER]

L10: To make.

T: "To make" ... mmh! They were made. Were set up by aah! () Alright, another word, beginning with the letter 'f'... the letter 'f'.

L11: Formed.

T: ()

C: [LAUGHTER]

T: The circus acts were 'formed'? ... Aa...no! Another one better than that one?

L12: Were found.

T: Were 'found'? No,

L13: Formulated.

T: 'Formulated'... 'formulated' ... or they were 'formulated'? Another one that begins with the letter 'E'. () of course, they were...? ... Heh?

L14: ()

T: Europe? No, not Europe.

C: [LAUGHTER]

T: Okay, yes, mmh? (), **gakere?**

C: [IN CHORUS] Yes.

T: Right, thank you very much. Now let's look at another word ... 'dominated', ... the word 'dominated' in which a a... "...in which the strength of animals was 'dominated' by human intelligence..." 'Dominated' ... what does that word mean? Yes? (name)

L15: ()

T: Aha! ... 'control' ... another word is 'control'; right? Another one? 'Overpowered' ... it was 'overpowered', okay?

C: (some) Yes.

T: Next one ... word number four ... 'conscious of' ... 'conscious of', Mmh? On line...on line fifty. Can we go there? ... Who can read that? (name) Yes, go ahead.

L16: [READS FROM THE PASSAGE]

T: Yes, thank you very much ... 'conscious' of their limitations' ... what does that mean? () or 'conscious of' ... mmh? Any other word we can use? ... 'conscious'...

L17: ()

T: I beg your pardon (name); you know () say whatever you want to say; I can see you want to say something.

L17: 'Because of their limitations.'

T: Alright, she says 'because of their ... limitations', 'because of ...' no...! Try again, not that one, mmh? ... any other? ... yes?

L18: 'Despite'.

T: 'Despite'? ... heh! ... 'Conscious of', 'despite their limitations'? ... No. It has got a different meaning altogether, but we can use it in...in that () alternative () of that part. Mmh? ... conscious ... conscious, what does that word mean, 'conscious'? ... When you are conscious, you are...? The word begins with an 'A'.
[BELL RINGS TO SIGNAL THE END OF THE LESSON]

T: Okay, it is time up so we shall finish next time. A...a...a! don't go yet boys and girls [LEARNERS REMAIN SEATED AS TEACHER CONFIRMS THE NUMBER OF THE LEARNERS IN THE CLASS BY GENDER]

T: Thank you very much boys and girls. [LEARNERS LEAVE THE CLASS FOR ANOTHER LESSON]

TRANSCRIPTION 5

Lesson: Setswana

The teacher greeted the class in Setswana and they also responded in Setswana. The lesson began with a brief discussion of the effects of the reintroduction of school fees in the secondary schools. This discussion was the result of suspension from classes of a large number of learners whose parents had not paid. The discussion was hotly debated by the class, initiated by the teacher. The learners strongly felt that it was unfair for the government to reintroduce payment of school fees because most of their parents were not working and could, therefore, not afford the school fees. The debate generated a lot of noise as most of the learners spoke at the same time and in raised voices.

During the lesson, the teacher *code-switched* a lot but the learners were discouraged from doing the same. The lesson was lively and the teacher was humorous too.

Below is the transcription part of the lesson:

T: Dumelang!

C: Dumela morutabana.

T: Ee, a re bue ka kgang ya **school fees**; la reng ka yone?

L1: [INAUDIBLE AND CODE-SWITCHES BETWEEN ENGLISH AND SETSWANA]

T: [TEACHER INTERRUPTS] A re bue ka Setswana . Ke itse Sekgowa go go heta....

C: [LAUGHS]

L1: Nna kene kere ()

T: Jaanong la reng? Ke gore hela ga le bate?

C: Ee...!

T: Ba ba duelang bone ba ye kae?

C: [RESPONDED IN A GROUP] ()

L1: Gape le itse gore... le itse gore ga re lekane re se meno.

T: **Sorry!**

L1: Ga re lekane re se meno.

T: Ga le lekane le se meno?

L1: Ee...!

T: A mme baba sa dueleng ke ba ba itsapang?

C: [ALL AT ONCE] ()

T: ()

C: [LAUGHTER]

T: A mme le ba thaloseditse gore ga le na madi?

C: Ee...!

T: Ke mang jaanong yo o reng “nnyaya mme tota gone **goromente** o dira sente? ()

C: [LAUGHTER]

L2: ()

T: Go nale yo o mo tatsang? ... Go nale lekoko? Lekoko la ga mang?

L3: Nna ke tseela ... ke tseela gore **goromente** o dirile sente hela. Ke raya gore re ntse re tsena hela go sena madi. Jaanong a ba a ntsha ... a ntsha ... nnetane, ... ke bokae? ... Ke **five** gakere? A madi a ne re tshwanetse gore re a duele; a re utwela bothoko **so**, o dira sente; haa re duele ... haa re duele.

C: (some) Aaa...! [WITH SURPRISE AND DISAPPROVAL]

T: E e! Wena ga o bue kgang ya rona.

C: (some) [LAUGHTER]

T: Ba ntshitse mabaka a mabedi, ba re, motsadi o nale gone gore ha a go tsenya sekole kgotsa ebile a nna le wena, a ba a ... a ba a itse gore o ta a go duelela. Gakere?

C: [FEW RESPONDED] Ee!

T: Ke lebaka gore “ke rebotse ngwanake ke yo le a ye makgolelo. Go rialo ke le motsadi ke ta a bona gore ngwanake o ta a helela a ile ko ().” Yo mongwe a ba a helela a ile ko (). Yo mongwe a ba a re lebaka le lengwe ke gore “nnyaa, mme tota () **goromente** o a re tshamekisa ka gore ga se gore madi a go tweng re a duele ke e...() koone tota a eleng gore a go tsenya sekole; ka gore **goromente** a re “ke go rekela (pause) ke go rekela dibuka, ke go duelela barutabana, ke go agetse **diclassroom**, ke go agetse ha o robalang teng, le dijo, jalo jalo”.

C: [MUMBLES AS TEACHER SPEAKS]

T: Ha are o duele **four hundred and fifty**, o itse gore **four hundred and fifty** o dira eng ka ene?

C: (some) Nnyaa

T: Ha ke ka go raya ka re o itse gore P450.00 ha keya Francistown ... ke boa a hedile **for two or three hours** ... ke ta ke le mosetha jaaka lempona.

L3: [AGREES] mm! (others) [LAUGHTER]



T: Ee! Di pedi tsa bone, ba bangwe batsadi ga ba na madi, ga go na yo mongwe gape, ka kwa ga gona ope yo o ... yo o tsenyang ya boraro ka ha! ... ee!

L4: ()

T: Ha nko ele gore mongwe le mongwe gontse jalo o ka bo o e beile jang? ... O ka bo o rile batsadi gaba () e e dikgweho gaba itse dithulaganyo tsa bone kana tse e leng gore di ditona di () ka sekgowa re re **prioritization**. Ga ba itse go **prioritiza**. Motsadi o kgona go go rekela **cellphone** ya **one thousand Pula**! Mme a bo a re ga ana **four fifty Pula** wa **school fees**! O itse gore nna **phone** ya me ke bokae? () Ke **two hundred Pula**! E a **tura** ha le e bona e le ha!

C: [LAUGHTER]

T: Ke gore e a () ga nke ke e tshwara mo gare ga batho. Ke letsa mo sephiring hela.

C: [LAUGHTER]

T: Jaanong mathata ka ha o buang ka teng ke gore gaba itse (). O kgona gore a bo a go rekela dilwana tsa **weekend**. Go nale dithako tse dingwe kana gatwe **magomora**, tse di emang ha.

C: [LAUGHTER]

T: Ke **six hundred Pula**! Mme o ka nna wa hithela gore mongwe le mongwe o nale tsone gone ha ka **weekend**! Ka **weekend** ha le bina hale le taa bo le di rwele! **Six hundred Pula**! Gakere?

C: [LAUGHTER]

T: Heh! ga e kake ya nna hela gore batsadi ga ba na madi, () Nnyaa kgantele o kare e taa lala e tsamaya gotwe **three Pula everyone** mme e setse e tsamaela **half-time**.

C: [LAUGHTER]

T: Ee, ba na le mabaka a bone; lona le didimetse ga le ntshe mabaka . Mme ebile ke lona ba le ne le goa go gaisa mongwe le mongwe. Le ratile go diga (); o ratile go ().

C: [LAUGHTER]

T: Ee, a re go nale boitseme. Mokgwa wa gore 'athama ke go jese'. Ko go **goromente** () a ba a simolola a rialo. Ga se gore ke lona batsadi. Batsadi ba lona ga se ba nthu ba thoka madi. Rona ha re tsena sekole re ne re duela gatwe bokae **term** le **term**? ...Re ne re duela bokae ne batho...? Re ne re duela **two hundred Pula**. Kana ke raya ka **seventy**; ka...ka...ka **term**! **Term term term**!

C: (some) Di le kae?

T: Di le dintsi. Go raya gore di kae? Di **nine**! Go bo go nna le tse **four**.



L4: [ASKS A QUESTION] ()

T: Bane baya go bapala morogo, ba bo baya go o rekisa. Matshelo a Setswana. Baya ko go semangmang, yo o nang le kgomo hale ba rekisa kgomo. Ba go tsaya ha le ba go isa kwa. Nna ke goletse ko go rakgadi. Re ne re le bantsi ko lwapeng. Rakgadi ka gore o ne a nale ngwana a le mongwe go bo gotwe “tsamaya o ye go nna le rakgadiago”. Gape mme batsadi bateng ba itsane. Jaaka rona re le ha jaana ba setse ba itse. Ha rona re **chaisa** re re re a go itisa kwa , re hithela go sena ope mo lwapeng.

C: [LAUGHTER]

T: Ee, tota ee! Kgang e tona ke gore ee, ke ne ke bata go le (). Ke a itse tota gore ba bangwe ga ba na madi ()

L5: [COMMENTS] ()

T: Ke gore a re batsadi ba na le di () ba bangwe ga ba a tsena sekole; gakere? Yo mongwe ha a ba a re ... nnyaa ... ee..go siame, akere mme **goromente** o rile ga go ntse jalo o bo o tsena ha, lebaka le lengwe ba bangwe ke ba **khansele, nooo!** Ke lebaka le a utwala (). Jaanong batho ha ba ne ba tsile ka mashetla. Ee, a nte re e thame kang e, re tsene mo **thopiking** (topic) ya rona. E ne e le gore (). Ke bata gore le be le ta le araba jaaka le ne le ntse le dira. Gakere?

C: Ee.

T: Ee, jaanong a re tsene mo **thopiking**. Ka gore ke le reile ka re nna se ke se rutang ke se le se itseng, mme sa me ke go le tsenya hela mo **laeneng. so**, go raya gore re ne re dira eng ha?

C: [SILENCE]

T: Re ntse re dira eng hela golo ha?

C: [(SILENCE)]

T: Ee, re ntse re dira eng? [SIGNALS A LEARNER TO ANSWER]

L6: Puisanyo ... puisanyo.

T: Puisanyo? Re ntse re buisanya? Ee? (name) [CALLING ANOTHER LEARNER TO RESPOND]

L7: Ke tsaya gore re ne re nganga.

T: O kare re ne re nganga? Ba bangwe ... puisanyo e e mashetla. Gakere?

C: Ee

T: Ee, **so**, ngangisano. Nga...ngi...sa...no. [WRITING ON THE BOARD]. Ke **debate**, gakere?



C: Ee.

T: Yo o neng a re puisanyo, puisanyo ke eng? [(SILENCE)] heh? Puisanyo ke eng?

L6: **Facilitation.**

T: **Facilitation**, ke eng?

C: [LAUGHTER]

T: He..? Le thola le re **chaela** mo le re “oaii, mo go ruta Setswana mo!” O kare lona le ruta sekgowa.

C: [LAUGHTER]

T: Ee? Ha? (name)

L3: **Discussion.**

T: **Discussion. No.** Mme go nale lehoko tota le le maleba; le le welang hela. Ee? (name)

L7: **Communication.**

T: **Communication?** Aa... **communication** e **broad!** Kana **communication** e a go tsenya di di **incident. Or...** go nale lehoko hela le le thamaletseng. ... Jaanong ha gongwe ha o ya go heleletsa golo mo, o hithela ele gore ke mokang ele selo se se ngwehela.; heh? ... Akanya ka mahoko a le mabedi a re a bitsang re re ‘puisanyo’.

L8: Ngangisano.

T: Ngangisano; ee, ngangisano. Kana ngangisano ke eng ka sekgowa?

L9: **Debate.**

T: **Debate.** Ga kere?

C: Ee.

T: Kana puisanyo yon eke eng?

L10: **Communication**

L11: **Dialogue.**

T: Otshwanetse o bo o re pharologanyo hela ke eng? Pharologanyo e hela hale! Gongwe ke e...ke ha go direlwang teng **I think** ke gone hela () gore le ha o bua, o bua ka puisanyo o kgona go tsaya di () tsa...tsa ()hela wa di tsenya mo teng. Ee, re taa ta re di lebile tsothe. Ke gone re ta re supa pharologanyo ya teng. Mme ke tsaya gore (). Jaanong re le mo ngangisanong, go nale yo o ka mpolelelang gore go nale sengwe se se sa supahaleng sente? ... Ke eng hela se o ka reng “a, golo ha okare



puisanyo ya rona o kare ga se yone”. Se se go tenneng hela ka yone gore o kare golo ha o kare puisanyo ya rona ga re...gare e dirise ka ha mokgweng. ... Jaanong ke eng se se neng se seyo mo ngangisanong ya rona? Ee? (name) [TO A LEARNER WHO WANTS TO RESPOND]

L12: Go ne go sena **order**.

C: (some) [LAUGHTER]

T: **Order** monna ke ko **High Court**.

C: [LAUGHS AGAIN]

L12: Re ne re sa reetsane.

T: **Very good!** Re ne re sa reetsane.

T: Ka go reng?

L12: Ke raya gore ... mongwe le mongwe o ne a ipuela hela, a sa reetse.

T: **That’s it!** Re ne re sa reetsane. **That’s very good.** A re re ne re sa reetsane. Ke kgalemile ga kae?

C: [IN CHORUS] Ga ntsi!

T: Ke kgalemile ga ntsi. Yo mongwe hale o kile a re “hei hei hei!” Yo mongwe a le modumo. Jaanong gore puisanyo e tsamaye sente go tshwanetse ga diragala eng?

L9: Go nne le theetsano.

T: Go nne le theetsano. Re tshwanetse gore ha re ngangisana re reetse yo mongwe.

L8: [INTERRUPTS] Ga go lowe!

T: Ga go lowe! O utwe sengwe le sengwe se a se buang. E seka yare hela a simolola a santse a re “**goromente** o dirile sente” a bo le setse le re “wawaa wa...!” Gakere?

C: (some) Ee.

T: Ee, pele ha a heleletsa. Go raya gore ngangisano gore e nne e e ategileng, e tshwanetse go nna le tsamaiso e nte. Ee, ... Ee, se sengwe gape se re se lemogileng e ka nna ya nna eng, selo se se dirileng gore **debate** e atege ... jaaka eng? Jaana re ne re ntse re bua hela jaana. A re bue gore erile jaaka re ntse re tshwere kgang eno, ke eng se o bonyeng se dira gore nnyaa, ee, golo mo go dirile gore ee, ngangisano ya rona e tsholetsege? ... Kgotsa go dirile gore ngangisano ya rona e ye ko tase gore e seka ya atega ka jaana le jaana?

C: [SILENCE]

T: Ke itse gore ka moso go taabo go simololwa gotwe erile ke ruta ke bo ke kobela ko nte bana ...bana ba basetsana, ke ruta basimanyana gore ba **pase**. ... gakere?

L10: M...m [IN DISAGREEMENT]

L11: O nne le lebaka.

T: Ee, ga o kake wa ba wa bua wa nganga ka selo o sena lebaka. Ee, gore o ye go nganga o tshwanetse o ipapane! Go tshwana le ha o ya letsomong; gakere?

C: (some) Ee...

T: Ga o tsamaye pele o ya go heta o bona o riana o re “ ehe,m mmuta ke oo”, o sa itse go thaya **selaga**.

C: [LAUGHTER AND MUMBLES]

T: Gakere?

C: (some) Ee...

T: Ke sone se o bonang basimanyana ba tsamaya ba tsentse mo **pateng** jaana; gakere?

C: (some) Ee

T: Ee, gore e seka ya re a sena go bolaya a bo a sena thipa. Gakere?

C: (some) [LAUGHTER]

T: Ee, jaanong baganetsi ba ba bedi ba, re bonye ba bangwe ba nale kitso e e tseneletseng; ba bangwe ha, ba thoka kitso. Ba bangwe ba na le kitso, o bona gore ba kgona go ha mabaka a le mane. **Whether** a selo sateng ke nnete kana ga se nnete, mme ha o kgona go ha mabaka ale **four**, go raya gore tota oa itse ka selo sa teng. Ee, ha mabaka a kgobelwa, kana...kana dilo tse dingwe o tshwanetse gore le ha o ya ko go **goromente**, le ha **goromente** a go pateletsa gore o duele, mme o bo o ta ka mabaka o mo supegetsa. Jaanong ha o ta o ema hela o inama o re “ga kena madi.” Aa... **goromente** o taabo a re “Aa, oa peka wena.” A bo a ganelela ka ha ... ka ha ba ba ntshiting mabaka gore ... gore ga se gore ... ga le na madi, madi a teng ke gore madi le reka di **fish and chips**. Se sengwe gape ... se se rileng sa diragala ... re raya se se neng se diragala mo **classing**.

C: [SILENCE]

T: Ga re bate () epe, re itiretse ke rona ba re itiretseng (). Jaanong a re e tshothe go hithelela e be re e hetsa.

C: [SILENCE]

T: Se sengwe se se tshwanetseng go nna teng gore tsamaiso sente e nne teng?

C: [SILENCE]

T: A mme le raya gore dintha di pedi hela tse di duleng le buile nako e e kanakana?

C: [SILENCE]

T: Ba bangwe ba buile gore ba be ba tswe mangana!

L12: Ee...selo se sengwe se e leng gore ke ne ka se lemoga ke gore basimane ba ne ba tsaya nnetane, gatweng? ... ke bone ba ne e le gore ba ne ba ().

T: Ee... kana mme e a bereka '**gender issue**', gakere? Ha gongwe ka puisanyo re kgona gore ha re bua go hanwa gore bo mme ba ha kae jalo jalo. Nte re re 'bong.' Jaanong ha re lebeletse bong gantsi, batho ba ba neng ba re bana ba seka ba setwa ko morago ke ba lesika la ga **Efa and there is a reason for that**. Gakere?

C: (some) Ee

T: Lebaka ke gore mosadi maikuto a gagwe ka tholego o kutwelobothoko. Gape mosadi ke ene yo o rweleng lelwapa, gakere?

C: [IN CHORUS] Ee...

T: Ee! Sengwe le sengwe! Monna ha kgwedi e hela o kgona go neela mosadi **five hundred Pula**; mo go **five hundred Pula** yo, o taabo a solohela gore mosadi ... nako le nako ha a tsena, a hithele dijo, bana ba isiwe sekoleng, bana ba thapisiwe; sengwe le sengwe! Gakere?

C: Ee...

T: Jaanong ke tsone dilo tse e leng gore mo malatsing ano ha go buiwa go nna go ntse go lebelelwa bo mme. Ba **kopa** (copy) mo go bo mmaabone; gakere? Basimane bone ba a bo ba tsamaile ba ile go goga **disekerese** kwa!

C: (some) [LAUGHTER]

T: Ha ba tsena ba bata go hithela dijo di le mo **tafoleng**; gakere?

C: (some) Ee...!

T: Jaanong mme o na le mmaagwe; ke ene yo ne mmaagwe a ka mo roma "tsamaya o ye go reka...ee, tsamaya o ye go reka **pherehere** hale; reka () gore dijo di kgone go heta."

C: [LAUGHTER]

T: Ee! Ke sone se e leng gore ... ee..., ee..., mo puisanong ... mo puisanong, go nale dikgang tse di amang 'bong' ja rona. Gape ha gongwe re taabo re akanya ka 'bong' ja rona. Banna gatwe ke batho ba e leng gore gantsi ga ba na sepe! Le ha ... ha ngwana a kobilwe o ta a bo a re "o ta a ipona!" A re "ota a ya go bata tiro." Gakere?

C: Ee... [OTHERS LAUGH]

T: Mosadi ene ke ene a ta a bo a re “oh! a ngwanake! A ne a ka bereka ne e tare ka moso o ne a ta a ta a ntshedisa. Gakere?”

C: (some) Ee...

T: Gape o itse monna ... monna ha gongwe o sotegetse gone hoo; ko **small house** kwa gongwe o ja mae le **bacon**. Gakere?

C: [LAUGHTER]

T: Jaanong ke sone se o bonang bo mme ba re bana () jalo jalo. So, go raya gore (). Mosadi o kgona gore ha a nale **ditaba** a bo a lela! Ee... ka maikuto! Ka a **fila** (feel) ... gatwe ke eng? Ha a ikutwa sengwe o bona a thubega ka selelo. Ke sone se o bonang ba se ke ba ikaletsa. Rona re a ikaletsa. Gakere rona ra re “batho ba ta a reng ba bona ke lela?” Jaanong phakela le phakela gore ke thole sente, ke ta a bo ke lela!

C: [HUGE LAUGHTER]

T: Ee... a re...a re mo reetseng! A re mo reetseng! Heela(name)! [TO A LEARNER TALKING TO ANOTHER]

L13: ()

T: Ee, ga ntsi ha e sena ... gatwe go bidiwa eng? ... motsereganyi, ga e ka ke ya ya gope. Re thusitswe hela ke gore ke ne ke le fa. Ke ne ke ntse ke re “ee! Hoo!” Gakere?

C: Ee...

T: Go raya gore ngangisano ha gongwe e bata motshereganyi. Thatathata ha e le batho ba le ba ntsi jaana. Go kgona gore a bo a re “nnyaa a ko o bue hale, wena bua hale.” Kana ha gongwe mo botshelong go nale bommaetsho gape ... O kgona gore a bue letsatsi le tswa go hithela le bo le phirima a sa eme; **non-stop!** Gakere?

C: (some) Ee...

T: Gape motho yo o a le lentswe le le kima! O a bua! Mme go tsweng hoo ha ore o lebelela se a neng a se bua o hithela ‘**nnoto!**’ (naught or zero or nothing)

C: [LAUGHTER]

T: Mongwe le mongwe a bo a tsamaya le ene hela ka gore ke ene yo o lentswe le le kima. Yo mongwe a sa itse go bua, “mm...mm...mm...” [IMITATING A PERSON WITH A SOFT AND LOW VOICE]

C: [LAUGHTER]

T: O ka se ke o utwe! Jaanong mo ngangisanong ga o tsamaye **in circles**. Ga o tshware kwa le kwa. Gakere?

C: Ee.



T: **So**, ke solohela gore mo **debating** le a itse **set up** ya teng. E nale melawana ... **It's formal** mme puisanyo **can be informal**. Ha gongwe le go ntsha **topic** ya teng... ke ntsha **topic** ke re 'a re ngange'. Jaanong ngangisano yone e **formal**. Go ka twe '**four** kana yo o buang lantha **five minutes**'. Go nale mmaditsela (chairperson); le tisetwa sethogo "**paying school fees, discuss**". Neke bata le buisanya ka **debate**. A re a utwana?

C: Ee.

T: **Debate** e nale mo go tweng **rebuttal ... rebuttal it gets more points than the introduction**. **Rebuttal** e tsaya matshwao a mantsi ka gore e supa gore o ne o reeditse. **It is very important** go reetsa mo **debating**. **That's why in debate it's very important** gore go nne le **rebuttal**; go supa gore o ne o reeditse. A re thalogantse?

C: Ee rra.

T: O kare nako ya rona e fedile. Go siame.

End of the lesson and learners prepare for the next lesson as the teacher leaves.



ADDENDUM D: TEACHERS' QUESTIONNAIRE



QUESTIONNAIRE FOR TEACHERS

1. This questionnaire is divided into *six* parts. Complete both parts of the questionnaire.
2. In each case, please indicate your response with a tick or provide the information required in the space(s) provided.

<p>PART ONE: DEMOGRAPHIC DETAILS</p> <p>A. Respondent's Profile</p> <p>Respondent number <input style="width: 150px; height: 15px;" type="text"/></p> <p>1. School:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 80%;">1. Mater Spei College</td><td style="width: 20%;"><input type="checkbox"/></td></tr> <tr><td>2. F/town Senior Secondary</td><td><input type="checkbox"/></td></tr> <tr><td>3. Masunga Senior Secondary</td><td><input type="checkbox"/></td></tr> <tr><td>4. Tutume Comm College</td><td><input type="checkbox"/></td></tr> </table> <p>2. Gender:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">1. M</td> <td style="width: 10%;"><input type="checkbox"/></td> <td style="width: 30%;">2. F</td> <td style="width: 10%;"><input type="checkbox"/></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> </table> <p>3. Age range</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 80%;">1. Under 25 years</td><td style="width: 20%;"><input type="checkbox"/></td></tr> <tr><td>2. 25yrs to 30 yrs</td><td><input type="checkbox"/></td></tr> <tr><td>3. 31yrs to 40 yrs</td><td><input type="checkbox"/></td></tr> <tr><td>4. Over 40yrs</td><td><input type="checkbox"/></td></tr> </table> <p>4. My home is in a:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">1. Village</td> <td style="width: 10%;"><input type="checkbox"/></td> <td style="width: 30%;">2. Town</td> <td style="width: 10%;"><input type="checkbox"/></td> <td style="width: 10%;">3. City</td> <td style="width: 10%;"><input type="checkbox"/></td> </tr> </table> <p>5. My home district is:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 80%;">1. 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B. Language profile

8. The language mainly spoken in your home:

1. Setswana	
2. Ikalanga	
3. Sisubiya	
4. Sekgalagadi	
5. Shiyeyi	
6. Sebirwa	
7. Setswapong	
8. English	
9. Other (state)	

9. How well do you speak the following languages?

Languages	1. Fluently	2. Moderately	3. Not at all
1. Setswana			
2. Ikalanga			
3. Sisubiya			
4. Sekgalagadi			
5. Shiyeyi			
6. Sebirwa			
7. Setswapong			
8. English			
9. Other (state) _____			

10. How well do you read the following languages?

	1. Fluently	2. Moderately	3. Not at all
1. Setswana			
2. Ikalanga			
3. Sisubiya			
4. Sekgalagadi			
5. Shiyeyi			
6. Sebirwa			
7. Setswapong			
8. English			
9. Other(state): _____			

11. How well do you write the following languages?

	1. Fluently	2. Moderately	3. Not at all
1. Setswana			
2. Ikalanga			
3. Sisubiya			
4. Sekgalagadi			
5. Shiyeyi			
6. Sebirwa			
7. Setswapong			
8. English			
9. Other			

For official use

V9	
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V10	
V11	
V12	
V13	
V14	
V15	
V16	
V17	
V18	

V19	
V20	
V21	
V22	
V23	
V24	
V25	
V26	
V27	

V28	
V29	
V30	
V31	
V32	
V33	
V34	
V35	
V36	



12. How well do you understand the following languages?

	1. Very well	2. Well	3. Not that Well	4. Not at all
1. Setswana				
2. Ikalanga				
3. Sisubiya				
4. Sekgalagadi				
5. Shiyeyi				
6. Sebirwa				
7. Setswapong				
8. English				
9. Other:(state)_____				

13. What language did you mainly use when you grew up?

1. Setswana	
2. Ikalanga	
3. Sisubiya	
4. Sekgalagadi	
5. Shiyeyi	
6. Sebirwa	
7. Setswapong	
8. English	
9. Other (state):	

14. Where did you learn to speak:

	1. Home	2. Play ground	3. Primary school	4. Other (state)
1. Setswana				
2. English				

15. From whom did you learn to speak:

	1. Family members	2. Friends	3. P/ school teacher	4. Other (state)
1. Setswana				
2. English				

C. Teaching Profile

16. Class (Form) I teach:

1. Form 4		2. Form 5		3. Both	
-----------	--	-----------	--	---------	--

17. Number of learners in:

Form	Class 1	Class 2	Class 3	Class 4	Class 5
Form 4					
Form 5					

18. Subjects I teach:

Language-based

1. English Language	
2. English Literature	
3. Setswana Language & Literature	

For official use

V37	
V38	
V39	
V40	
V41	
V42	
V43	
V44	
V45	

V46	
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V47	
V48	

V49	
V50	

V51	
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V 52 53 54 55 56

F					
4					

57 58 59 60 61

F					
5					

V62	
V63	
V64	



<u>Content-based</u>	<u>Science-based</u>	<u>Practical</u>
4. History	11. Mathematics	18. Design & Tech
5. Geography	12. Science (S)	19. Art & Design
6. Social Studies	13. Science (D)	20. Computer Studies
7. Dev Studies	14. Chemistry	21. Agriculture
8. Commerce	15. Physics	22. Food & Nutrition
9. Business Studies	16. Biology	23. Fashion & Fabrics
10. Accounting	17. Hum & Soc Bio.	24. Home Management

Part Two: Self-evaluation (language use)

1. What language do you use mainly when speaking to your:

	1. Setswana	2. English	3. Other (state)
1. Family			
2. Friends			
3. Colleagues at work			
4. Strangers			

2. How often do you read the following English:

	1. Always	2. Sometimes	3. Never
1. Newspapers			
2. Books			
3. Journals			
4. Pamphlets			
5. Magazines			

3. How well do you think you:

	1. Very well	2. Well	3. Not that well
1. Speak English			
2. Write in English			
3. Understand English			
4. Read in English			

4. How important is a good knowledge of English for you in getting:

	1. Very important	2. Important	3. Not important
1. a job in Botswana			
2. respect at home			
3. respect among friends			
4. respect in the community			

For official use

V65	
V66	
V67	
V68	
V69	

V70	
V71	
V72	
V73	

V74	
V75	
V76	
V77	
V78	

V79	
V80	
V81	
V82	

V83	
V84	
V85	
V86	



For official use

5. How important is a good knowledge of English for you to:

	1. Very important	2. Important	3. Not important
1. follow radio programmes			
2. follow TV programmes			
3. watch movies			
4. develop self-confidence & your abilities			
5. participate in public discussions			

V87	
V88	
V89	
V90	
V91	

6. How Important is a good knowledge of English for you to be regarded as an educated person by your:

	1. Very important	2. Important	3. Not important
1. Family			
2. Friends			
3. Colleagues			
4. Community			

V92	
V93	
V94	
V95	

7. How do you rate your own overall proficiency in English?

1. Very good	2. Good	3. Average	4. Below average
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V96	
------------	--

8. How often do you read the following Setswana:

	1. Always	2. Sometimes	3. Never
1. Newspapers			
2. Books			
3. Magazine			
4. Pamphlets			

V97	
V98	
V99	
V100	

9. How well do you think you:

	1. Very well	2. Well	3. Not that well
1. Speak Setswana			
2. Write in Setswana			
3. Understand Setswana			
4. Read in Setswana			

V101	
V102	
V103	
V104	



10. How important is a good knowledge of Setswana for you in getting:

	1. Very important	2. Important	3. Not important
1. a job in Botswana			
2. respect at home			
3. respect among friends			
4. respect in the community			

11. How important is a good knowledge of Setswana for you to be accepted by your:

	1. Very important	2. Important	3. Not important
1. family			
2. friends			
3. colleagues			
4. community			

12. How important is a good knowledge of Setswana for you to:

	1. Very important	2. Important	3. Not important
1. follow radio programmes			
2. follow TV programmes			
3. develop self-confidence & your abilities			

13. How important is a good knowledge of Setswana in studying in a:

	1. Very important	2. Important	3. Not important
1. P/school			
2. S/school			
3. College			
4. University			

14. How important is a good knowledge of Setswana in your public life:

	1. Very important	2. Important	3. Not important
1. Shops			
2. Church			
3. Govt offices			
4. Public discussions			

15. How do you rate your own overall proficiency in Setswana?

1. Very Good		2. Good		3. average		4. Below average	
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For official use

V105	
V106	
V107	
V108	

V109	
V110	
V111	
V112	

V113	
V114	
V115	

V116	
V117	
V118	
V119	

V120	
V121	
V122	
V123	

V124	
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Part Three: Evaluation of learner's language competence in class

For official use

1. How well do your learners:

	1. Very well	2. Well	3. Not that well
1. Read English texts?			
2. Write texts in English?			
3. Speak English when participating in classroom discussions?			
4. Understand English when interpreting a question in a test or exam?			

V125	
V126	
V127	
V128	

2. How well do your learners:

	1. Very well	2. Well	3. Not that well
1. Read texts in Setswana?			
2. Write texts in Setswana?			
3. Speak Setswana during class discussions?			
4. Understand Setswana when interpreting a question in a test or exam?			

V129	
V130	
V131	
V132	

3. In class do your learners use:

	1. Always	2. Sometimes	3. Never
1. Only English			
2. Standard Setswana			
3. Vernacular Setswana			
4. Mix of English & Setswana			

V133	
V134	
V135	
V136	

4. How do you rate your learners overall language proficiency in:

	1. Very good	2. Good	3. Average	4. Below average
1. English				
2. Setswana				

V137	
V138	

5. Are you bothered when a learner:

	1. Always	2. Sometimes	3. Never
1. Uses Setswana in a non- Setswana class?			
2. Uses English in a non- English class?			
3. Uses other local languages in class?			

V139	
V140	
V141	



6. Who tends to : (Tick one option in each case)

	1.Boys	2. Girls	3. Both
1. mix languages when speaking in class?			
2. respond in Setswana when participating in a non-Setswana class?			
3. express themselves well in spoken English?			
4. express themselves well in written English?			

PART FOUR: Views on role of language in teaching and learning

1. I pay attention to the language use of my learners when correcting their work: (Choose one)

1.Always		2.Sometimes		3.Rarely		4.Never	
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2.It is important for learners to use correct grammar in: (Choose one)

1.English lessons only	
2.All subjects taught in English	

3. During lesson delivery I use (Choose One):

1. English all the time.	
2. English and Setswana.	
3. Setswana most of the time.	
4. Setswana only	
5. English and other language(s) State (other):	

4. I use English all the time in class because: (Choose all applicable)

1. It is the policy of the school.	
2. There are non-Setswana speakers in my class	
3. It is easier to explain concepts in English.	
4. It is an international language for education and work.	
5. It is a neutral language (no tribal group can claim it).	
6. Other: (state)	

5. Choose one

1. I never allow my learners to use Setswana during my lessons.	
2. I seldom allow the use of Setswana in my classes.	
3. I allow my learners to use Setswana in class where they have difficulty expressing themselves in English.	
4. I allow the use of Setswana in my class all the time .	

6. Choose one

1. I allow my learners to express themselves in Setswana in class only when speaking.
2. I allow my learners to express themselves in Setswana in class in both writing and speaking.
3. I allow my learners to express themselves in Setswana in writing only.

For official use

V142	
V143	
V144	
V145	

V146	
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V147	
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V148	
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V149	
V150	
V151	
V152	
V153	
V154	

V155	
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V156	
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7. Choose one option in each case

	1. Agree	2. Dis-agree	3. Not sure
1. Using English as the medium of instruction in schools is effective.			
2. The education system helps learners to learn English in order to effectively learn in it.			
3. The use of English by learners should only be within the classroom.			
4. The use of English by learners inside the classroom should always be encouraged.			
5. Learners should be encouraged to use English within the school.			
6. English should only be studied as a second/foreign language and not used as medium of instruction.			

8. Tick one option in each case:

	1. Agree	2. Dis-agree	3. Not sure
1. Setswana should be used as a medium of instruction in primary schools.			
2. My learners understand better when I explain some parts of the lesson in Setswana.			
3. Setswana should never be used in class except during Setswana lessons.			
4. Using Setswana in class is a sign of national pride.			
5. Using Setswana in class is not due to lack of proficiency in English by the teacher.			
6. The use of Setswana in class by learners may be due to lack of proficiency in English.			

9. I use Setswana in class to:(Choose all applicable)

1. Increase learner participation	
2. Ensure learner understanding	
3. To promote it as a national language	
4. To capture the learners' attention	
5. To explain concepts	
6. None of the above	

For official use

V157	
V158	
V159	
V160	
V161	
V162	

V163	
V164	
V165	
V166	
V167	
V168	

V169	
V170	
V171	
V172	
V173	
V174	



10. I allow my learners to use Setswana to: (Choose all applicable)

1. Ask a question	
2. To respond to my question	
3. To summarize a lesson	
4. To discuss class tasks	
5. All the above	
6. None of the above	
7. Others(state)_____	

(All Items in no. 11, for teachers of Setswana as a subject only)

11. Tick one option in each case:

	1. Agree	2. Dis-agree	3. Not sure
1. I sometimes use English to clarify a point.			
2. I never use English during Setswana lessons.			
3. I sometimes allow learners to explain in English where they have difficulty explaining themselves in Setswana.			
4. I never allow my learners to use English during Setswana lessons.			

PART FIVE - All teachers: Interchangeable use of English and Setswana in class

1. Please tick to indicate your view:

	1. Agree	2. Dis-agree	3. Not sure
1. Using English and Setswana at the same time in class is a waste of teaching time.			
2. Using both English and Setswana within the same lesson prevents learners from attaining proficiency in English.			
3. Using English and Setswana interchangeably promotes teaching and learning.			
4. I have no problem using both English and Setswana during my lessons.			

PART SIX: Views on other local languages

D. Use of other local languages

1. Teachers use other local languages(besides Setswana) in class to ensure understanding among learners.(Tick one option)

1. Always		2. Sometimes		3. Never	
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For official use

V175	
V176	
V177	
V178	
V179	
V180	
V181	

V182	
V183	
V184	
V185	

V186	
V187	
V188	
V189	

V190	
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2. Which other local languages do teachers use in class? (if you answered 1 or 2 in no.13 above).				For official use	
1. Ikalanga				V191	
2. Sisubiya				V192	
3. Sekgalagadi				V193	
4. Shiyeyi				V194	
5. Sebirwa				V195	
6. Setswapong				V196	
7. Other: (state) _____				V197	
3. Choose one option in each case					
	1. Agree	2. Dis- agree	3. Not sure		
1. Other local languages should also be used in schools for teaching & learning.				V198	
2. I have no problem when a learner uses his/her local language in class.				V199	
3. There is no need to use other local languages in class besides English.				V200	
4. I sometimes use the learners' local language in class to ensure their understanding.				V201	
5. My learners learn better when I use their local language in class.				V202	
6. Learners participate more when they are allowed to use their own local language in class.				V203	
7. Allowing learners to use their local language in class does not help them improve their spoken English.				V204	
8. Allowing learners to use their local language does not increase class participation.				V205	



ADDENDUM E: LEARNERS' QUESTIONNAIRE



B. Language profile

9. My home language is:

1. Setswana	
2. Ikalanga	
3. Sisubiya	
4. Sekgalagadi	
5. Shiyeyi	
6. Sebirwa	
7. Setswapong	
8. English	
9. Other: (state one)	

10. I speak the following languages:

	1. Fluently	2. Moderately	3. Not at all
1. Setswana			
2. Ikalanga			
3. Sisubiya			
4. Sekgalagadi			
5. Shiyeyi			
6. Sebirwa			
7. Setswapong			
8. English			
9. Other:(state one)			

11. Languages I can read:

	1. Fluently	2. Moderately	3. Not at all
1. Setswana			
2. Ikalanga			
3. Sisubiya			
4. Sekgalagadi			
5. Shiyeyi			
6. Sebirwa			
7. Setswapong			
8. English			
9. Other(state one)			

12. Languages I can write:

	1. Fluently	2. Moderately	3. Not at all
1. Setswana			
2. Ikalanga			
3. Sisubiya			
4. Sekgalagadi			
5. Shiyeyi			
6. Sebirwa			
7. Setswapong			
8. English			
9. Other(state)			

For official use

V11	
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V12	
V13	
V14	
V15	
V16	
V17	
V18	
V19	
V20	

V21	
V22	
V23	
V24	
V25	
V26	
V27	
V28	
V29	

V30	
V31	
V32	
V33	
V34	
V35	
V36	
V37	
V38	



13. How well do you understand the following languages?

	1. Very well	2. Well	3. Not that well	4. Not at all
1. Setswana				
2. Ikalanga				
3. Sisubiya				
4. Sekgalagadi				
5. Shiyeyi				
6. Sebirwa				
7. Setswapong				
8. English				
9. Other:(state)_____				

14. What language did you mainly use when you grew up?

1. Setswana	
2. Ikalanga	
3. Sisubiya	
4. Sekgalagadi	
5. Shiyeyi	
6. Sebirwa	
7. Setswapong	
8. English	
9. Other (state):	

15. Where did you learn to speak:

	1. Home	2. Play ground	3. Primary school	4. Other (state)
1. Setswana				
2. English				

16. From whom did you learn to speak:

	1. Family members	2. Friends	3. P/ school teacher	4. Other (state)
1. Setswana				
2. English				

Part Two: Self evaluation in language use

1. What language do you use when talking to your:

	1. Setswana	2. English	3. Other (state)
1. Family			
2. Friends			
3. Classmates			
4. Schoolmates			
5. Teachers			
6. Strangers			

For official use

V39	
V40	
V41	
V42	
V43	
V44	
V45	
V46	
V47	

V48	
V49	
V50	
V51	
V52	
V53	
V54	
V55	
V56	

V57	
V58	

V59	
V60	

V61	
V62	
V63	
V64	
V65	
V66	



2. How often do you read English:

	1.Always	2. Sometimes	3. Never
1. Newspapers			
2. Books			
3. Pamphlets			
4. Magazines			

3. How well do you think you:

	1.Very well	2.Well	3.Not that well
1. Write tasks in English?			
2. Read English texts?			
3. Understand teachers' explanations of concepts in English?			
4. Answer questions in English in the exams			
5. Answer questions in English during the lesson?			

4. How important is a good knowledge of English for you to get:

	1.Very important	2. Important	3. Not important
1. a job in Botswana			
2. respect at home			
3. respect among friends			
4. respect among members of your community			

5. How important is a good knowledge of English for you to:

	1. Very important	2. Important	3. Not important
1. follow radio programmes			
2. follow TV programmes			
3. watch movies			
4. develop self-confidence and your abilities			

6. How important is a good knowledge of English for you to be regarded as an educated person by your:

	1.Very important	2.Important	3. Not important
1. Family			
2. Friends			
3. Classmates			
4. Community			

For official use

V67	
V68	
V69	
V70	

V71	
V72	
V73	
V74	
V75	

V76	
V77	
V78	
V79	

V80	
V81	
V82	
V83	

V84	
V85	
V86	
V87	



For official use

7. Do you have any problems writing examinations in English?

1. Always	2. Sometimes	3. None
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8. How often do you read Setswana:

	1. Always	2. Sometimes	3. Never
1. Newspapers			
2. Books			
3. Pamphlets			
4. Magazines			

9. How well do you think you:

	1. Very well	2. Well	3. Not that well
1. Speak Setswana			
2. Write in Setswana			
3. Understand Setswana			
4. Read Setswana			

10. How important is a good knowledge of Setswana for you to get:

	1. Very important	2. Important	3. Not important
1. a job in Botswana			
2. respect at home			
3. respect among friends			
4. respect in the community			

11. How important is a good knowledge of Setswana for you to study at:

	1. Very important	2. Important	3. Not important
1. Primary school			
2. Secondary school			
3. College			
4. University			

12. How important is a good knowledge of Setswana for you to:

	1. Very important	2. Important	3. Not important
1. follow radio programmes			
2. follow TV programmes			
3. develop self-confidence & your abilities			
4. talk to govt officials			
5. to visit shops			

V88	
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V89	
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V90	
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V91	
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V92	
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V93	
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V94	
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V95	
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V96	
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V97	
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V98	
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V99	
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V100	
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V101	
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V102	
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V103	
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V104	
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V105	
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V106	
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V107	
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V108	
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V109	
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13. How important is a good knowledge of Setswana for you to be accepted by your:

	1. Very important	2. Important	3. Not important
1. family			
2. friends			
3. schoolmates			
4. community			

14. What language do you prefer when:

	1. English	2. Setswana	3. Other(state)
1. Listening to the radio			
2. Watching TV			

15. How do you rate your own overall proficiency in:

	1. Very good	2. Good	3. Average	4. Below average
1. English				
2. Setswana				

16. Do you participate in class discussions better in:

	1. Always	2. Sometimes	3. Never
1. English			
2. Setswana			

Part Three: Evaluation of teacher's language use

1. How well do you think your teacher:

	1. Very well	2. Well	3. Not that well
1. writes in English			
2. reads English			
3. speaks English when explaining concepts in class			
4. expresses him/herself in English when asking a question in class?			

2. How well do you think your teacher:

	1. Very well	2. Well	3. Not that well
1. read Setswana			
2. writes in Setswana			
3. speaks Setswana during class discussions			
4. expresses him/herself in Setswana when asking a question in class?			

For official use

V110	
V111	
V112	
V113	

V114	
V115	

V116	
V117	

V118	
V119	

V120	
V121	
V122	
V123	

V124	
V125	
V126	
V127	



3. How do you rate your teacher's overall proficiency in:

	1. Very good	2. Good	3. Average	4. Below average
1. English				
2. Setswana				

4. Are you bothered when your teacher:

	1. Very much	2. A little	3. Not at all
1. Uses Setswana in a non- Setswana class?			
2. Uses English in a Setswana class?			
3. Mixes languages when delivering a lesson?			

5. Which teachers tend to:

	1. Male	2. Female	3. Both
1. Use Setswana only in a Setswana class?			
2. Use Setswana in a non- Setswana class?			
3. Use English in a Setswana class?			
4. Express themselves well in spoken English?			

6. Which teachers tend to:

	1. Language (Eng & Sets)	2. Content (History)	3. Practical (H. Econ)	4. Science (Biology)
1. Mix languages when speaking in class?				
2. Use Setswana in a non- Setswana class?				
3. Express themselves well in spoken English?				
4. Express themselves well in spoken Setswana?				

For official use

V128	
V129	

V130	
V131	
V132	

V133	
V134	
V135	
V136	

V137	V138	V139	V140

V141	V142	V143	V144

V145	V146	V147	V148

V149	V150	V151	V152



For official use

PART Four: Views on role of language in teaching

A. English

1. My teacher corrects my English grammar when correcting my school work: (Choose one)

1.Always	2.Sometimes	3.Rarely	4.Never
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2. Teachers must always pay attention to the learner's English grammar.

1. Agree	2. Disagree	3. Not sure
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3. Teachers of the following subjects pay attention to correct grammar when marking learner's work:

1. English Language	
2. English Literature	
3. History	
4. Science (Biology)	
5. Home Management	
6. Fashion & Fabric	
7. Food & Nutrition	

4. During the lesson teachers of the following subjects correct the learners' English grammar when they make mistakes:

1. English Language	
2. English Literature	
3. History	
4. Science (Biology)	
5. Home management	
6. Fashion & Fabric	
7. Food & Nutrition	

5. It is important for the learners to use correct grammar in: (Choose one)

1. English lessons only	
2. All other subjects taught in English	

6. Choose one option in each case.

	1. Agree	2. Dis-agree	3. Not sure
1. I have no problem learning in English.			
2. The school should strictly enforce the use of English within the classroom.			
3. Learners should always use English within the school premises.			
4. The use of English should be confined to the classroom			
5. It is easier for me to learn in my own language than in English.			
6. The education system is effective in helping learners to be proficient in English.			

V153	
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V154	
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V155	
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V156	
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V157	
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V158	
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V159	
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V162	
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V163	
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V164	
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V165	
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V166	
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V167	
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V168	
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V169	
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V170	
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V171	
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V172	
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V173	
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V174	
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V175	
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7. It is important to learn in English because it is:

(Choose all applicable)	1. Agree	2. Disagree	3. Not sure
1. an international language.			
2. important for further studies			
3. important for the world of work			
4. a common language for all the learners.			
5. easier to learn new concepts in English than in Setswana.			
6. It is the official language in my country			

B. Setswana

8. Choose one option in each case

	1. Agree	2. Disagree	3. Not sure
1. Setswana should also be used for teaching and learning.			
2. Teachers should use Setswana in class whenever they think it promotes learning.			
3. Using Setswana in a non-Setswana class may be due to the teacher's inability to express him/herself well in English.			

9. Choose one option in each case.

	1. Agree	2. Disagree	3. Not sure
1. I follow the lesson better when a teacher explains certain concepts in Setswana.			
2. We <i>generally</i> participate more in class when we are allowed to use Setswana.			
3. Using Setswana in <i>group discussions</i> increases learner participation.			
4. Setswana should only be used in Setswana classes.			
5. Setswana as a national language should also be used along side English from <u>primary</u> to university levels.			
6. It is not proper to use Setswana in a class which has non-speakers of Setswana.			
7. A learner's use of Setswana in a non-Setswana class may be due to inability to express oneself in English.			

For official use

V176	
V177	
V178	
V179	
V180	
V181	

V182	
V183	
V184	

V185	
V186	
V187	
V188	
V189	
V190	
V191	



10. We are allowed to use Setswana in a non-Setswana lesson to:(Tick all applicable):

1. Ask a question	
2. Answer a question	
3. Summarize a lesson	
4. Discuss class tasks	
5. None of the above	

11. Choose one option in each case. (For lessons in Setswana only)

	1. Agree	2. Dis-agree	3. Not sure
1. Setswana should also be used for teaching and learning in primary schools.			
2. It is <i>sometimes</i> easier to explain some aspects of a Setswana lesson in English.			
3. I have no problem when a teacher uses English in a Setswana lesson to clarify a point.			
4. English should not be used in a Setswana class.			

12. Choose one option in each case

	1. Agree	2. Dis-agree	3. Not sure
1. It is okay if I answer the teacher's question in English in a Setswana class.			
2. I never use English in a Setswana class.			
3. Sometimes my teacher uses English in a Setswana class.			
4. Sometimes learners respond in English in a Setswana class.			
5. Sometimes the teacher allows a learner to answer in English in a Setswana class.			
6. My teacher uses Setswana only during Setswana lessons.			
7. Learners use Setswana only during Setswana lessons.			

For official use

V192	
V193	
V194	
V195	
V196	

V197	
V198	
V199	
V200	

V201	
V202	
V203	
V204	
V205	
V206	
V207	



C. Language-mixing

13. Choose one option in each case

	1. Agree	2. Dis-agree	3. Not sure
1. I learn better when a teacher uses both English and Setswana			
2. I find lessons where teachers use both English and Setswana a waste of time.			
3. Using both English and Setswana in class does not help learners to improve their English.			
4. I have no problem when a teacher uses both English & Setswana during a lesson.			
5. I participate more when I am allowed to use Setswana in class.			

14. How often does your teacher mix English and Setswana in a non-Setswana class?

1. Always		2. Sometimes		3. Never	
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15. In your view who tends to: (Choose one option in each case)

	1. Boys	2. Girls	3. Both
1. mix languages when speaking in class?			
2. respond in Setswana in class when speaking?			
3. express themselves well in English when speaking in class?			

D. Use of other local languages

16. Teachers use other local languages(besides Setswana) in class to ensure understanding among learners.(Tick one option)

1. Always		2. Sometimes		3. Never	
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17. Which other local languages do teachers use in class? (if you answered 1 or 2 in no.12 above).

1. Ikalanga	
2. Sisubiya	
3. Sekgalagadi	
4. Shiyeyi	
5. Sebirwa	
6. Setswapong	
7. Other: (state)_____	

For official use

V208	
V209	
V210	
V211	
V212	

V213	
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V214	
V215	
V216	

V217	
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V218	
V219	
V220	
V221	
V222	
V223	
V224	



18. Choose one option in each case

	1. Agree	2. Dis- agree	3. Not sure
1. Other local languages should also be used in schools for teaching & learning.			
2. I have no problem when a teacher uses the learner's local language in class.			
3. There is no need to use other local languages in class besides English.			
4. My teacher sometimes uses my local language in class to ensure understanding.			
5. I learn better when my teacher uses my local language in class.			
6. Learners participate more when they are allowed to use their own local language in class.			
7. Allowing learners to use their local language in class does not help them improve their spoken English.			
8. Allowing learners to use their local language does not increase class participation.			

For official use

V225	
V226	
V227	
V228	
V229	
V230	
V231	
V232	